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Reducing Daily Hassles in the Classroom: Teaching Coping Techniques to Elementary School Children

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REDUCING DAILY HASSLES IN THE CLASSROOM: TEACHING COPING TECHNIQUES TO ELEMENTARY SCHOOL CHILDREN

by

Fiona Molsberry

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ABSTRACT

Reducing Daily Hassles in the Classroom: Teaching Coping Techniques to Elementary School Children

by

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Stress, including stress from daily hassles, can have a negative effect on children. Coping skills can be helpful for dealing with stress, but must be effective for the type of stressor the student is experiencing. Teaching children effective coping skills can help them better manage stress and may also have a positive impact on overall classroom climate.

Researchers examined what the relation is between a brief CBT intervention with a classroom-based generalization phase on the student rated frequency of daily hassles which occur at school and on the student rated distress levels associated with the daily hassles that occur at school, how helpful and acceptable do the students find the intervention, and what the students' perception of class climate were following the treatment relative to their pre-treatment perception of climate. Three elementary school third and fourth grade children struggling with daily hassles participated in a brief CBT

intervention for developing coping skills. The study was constructed using a non-concurrent multiple baseline design.

The results were somewhat mixed, but two of the students had fewer self-reported and teacher-reported hassles post-intervention. All of the students and their teachers reported that students were using a higher percentage of adaptive to maladaptive coping skills after the study. All three students also reported slight increases in their perception of classroom climate. Implications and future research are discussed.

(157 pages)

PUBLIC ABSTRACT

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Stress, including stress from daily hassles, can have a negative effect on children. Coping skills can be helpful for dealing with stress, but must be effective for the type of stressor the student is experiencing. Teaching children effective coping skills can help them manage stress and may also have a positive impact on perceived classroom climate.

Researchers examined what the relation between a brief CBT intervention with a classroom-based generalization phase on the student rated frequency of daily hassles which occur at school and on the student rated distress levels associated with the hassles, how helpful and acceptable do the students find the intervention, and what the students' perception of class climate were following the treatment relative to their pre-treatment perception of climate. Three elementary school third and fourth grade children struggling with daily hassles participated in a brief CBT intervention for developing coping skills. The study was constructed using a non-concurrent multiple baseline design.

The results were somewhat mixed, but two of the students had fewer self-reported and teacher-reported hassles post-intervention. All of the students and their teachers reported that students were using a higher percentage of adaptive to maladaptive coping skills after the study. All three students also reported slight increases in their perception of classroom climate. Implications and future research are discussed

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Problem Statement

Stress is known to have a negative impact on the academic performance, health, and well-being of children (Hariharan, Swain, & Chivukula, 2014). In addition to major life stressors, children also experience chronic, minor stressors. These stressors, termed daily hassles, can accumulate and build up to have detrimental effects (Heubeck and O'Sullivan, 1998). Daily hassles can occur in any setting and are reported by children of all ages (Creasey, Mitts, & Catanzaro, 1995).

Dealing with chronic daily hassles can be as detrimental to children's ability to adapt socially and emotionally (Fernández-Baena, Trianes, Escobar, Blanca, & Muñoz, 2015). High levels of unresolved distress from daily hassles can lead to internalizing problems, such as anxiety and depression (Heubeck & O'Sullivan, 1998). Stress and anxiety are two of the most common mental health concerns faced by children and adolescents, which can lead to impaired school functioning (Neil & Christensen, 2009). Furthermore, there is an association between attending school in a classroom with a supportive climate and being better able to regulate stress (Ahnert, Harwardt-Heinecke, Kappler, Eckstein-Madry, & Milatz, 2012).

Coping strategies can be used to prevent, reduce, and cope with stressful experiences (Lazarus & Folkman, 1984), including stress caused by daily hassles. Children who do not know how to cope with the stress caused by daily hassles or whose coping resources are taken up dealing with a major life stressor tend to be more strongly impacted by daily hassles than their peers (Byrne, Thomas, Burchell, Olive, & Mirabito, 2011; Escobar et al., 2013; Ladd & Troop-Gordon, 2003; Rudolph, Lambert, Clark, &

Kurlakowsky, 2001). Children rated as having higher social competency, leadership, and self-restraint tend to experience lower levels of daily hassles than their peers, while children rated as higher in inhibition and aggression tend to experience higher levels of daily hassles (Escobar et al., 2013; Fernández-Baena et al., 2015). There may be a complex relationship between coping with hassles and social competence. Frequent hassles followed by poor coping could interfere with the development of social competence. Students who are able to control their anger, on the other hand, may be perceived by their peers as more attractive friends, leading to increased social and emotional support for those students (Fernandez-Baena et al., 2015).

Students can be taught coping strategies to help them deal with the stress caused by daily hassles. However, the coping strategies must match the type of stressor, and can be maladaptive if the match is poor (Clarke, 2006). Active, approach-based coping styles tend to work better for controllable stressors such as preventable arguments or interpersonal conflicts, and emotional coping styles tend to work better for uncontrollable stressors, such as having to deal with their parents fighting frequently (Clarke, 2006). In academic settings, strategizing, self-encouragement, help-seeking, comfort-seeking, and commitment tend to be adaptive, while self-pity, rumination, confusion, escape, projection, and concealment tend to be maladaptive (Skinner & Pitzer, 2012, as cited in Skinner, Pitzer, & Steele, 2013). When working with children, it is also important to make sure that the coping strategies are appropriate for the child's age and feasible for the child to implement (Creasey, Mitts, & Catanzaro, 1995).

In conclusion, teaching effective coping strategies to children can serve several purposes. Besides helping them to better cope with daily hassles, learning good coping skills at a young age can lay the foundation for future success in coping with hassles and can generalize to other types of hassles and situations. Furthermore, teaching effective coping strategies for common hassles may also reduce the number of hassles experienced in the classroom and improve the class climate. Thus, the purpose of this study is to examine the effect of an individualized coping skills training program followed by contingent rewards for using coping skills on student and teacher report of daily hassles, stress levels of these hassles, and class climate using a multiple baseline research design.

Literature Review

Daily Hassles and Stress

Stress has long been known to have a negative effect on student mental health, well-being, and academic achievement (Hariharan, Swain, & Chivukula, 2014). Stress is defined as any uncomfortable emotional experience accompanied by predictable biochemical, physiological and behavioral changes (Baum, 1990). Only some students experience moderate or even severe stress during school years, but all students experience minor daily stressors in school and home environments. Heubeck and O'Sullivan (1998) define these minor stressors as daily hassles – the seemingly minor, but irritating, day-to-day events that trigger a stress response.

Daily hassles that are frequently experienced by children and youth include demands and situations in school and home settings with family, educators, or peers. Having to get up early, not getting to class in time, hearing a teacher yell, not having enough time to eat lunch, and sitting still too long are some examples of everyday hassles. Some more stressful daily hassles that can occur at school include being teased, engaging in school work that is too difficult, or being assigned too much homework. Students of all ages, even kindergarteners, report having to face bothersome, daily hassles (Creasey, Mitts, & Catanzaro, 1995). Byrne, Thomas, Burchell, Olive, and Mirabito (2011) found that the percentage of children between ages 7 and 11 experiencing common daily hassles ranged from 33.5% to 72.1%, depending on the hassle. Furthermore, students between 8 to 12 surveyed in a study conducted by Escobar and

colleagues (2013) reported an average of seven hassles a day with similar rates reported across boys and girls. Fernández-Baena, Trianes, Escobar, Blanca, and Muñoz (2015) surveyed students between ages 6 and 13 and found that students on the older end of this spectrum experienced significantly fewer hassles that the younger children.

Influence of Daily Hassle Frequency and Stress Level on Well-being and Performance

Many other research studies focusing on daily hassles have been conducted with adults or adolescents, showing that daily hassles are experienced across the lifespan. Research with middle school students between ages 11 and 13 suggests that reports of frequent, stressful hassles are stronger predictors of stress, well-being, and psychological adjustment than reports of major, but less frequent, stressful life events (Heubeck & O'Sullivan, 1998). Daily hassles occur repeatedly, and when they trigger a stress response, the strain from the ongoing hassles can lead to an accumulation of aversive effects on one's health and wellbeing. This cycle of stress from unmanaged hassles also makes a person prone to amplifying hassles, which causes the hassles to become even more stressful. Daily demands are more frustrating and noticeable when the individual lacks the resources to cope with the stress-related symptoms. Failing to manage consistent low levels of stress takes its toll on emotions and attention, and can cause behaviors that interfere with academic performance (Hariharan, Swain, & Chivukula, 2014; Valiente, Lemery-Chalfant, & Swanson, 2009). Furthermore, Heubeck and O'Sullivan (1998) found that high levels of unresolved distress from daily hassles predict

internalizing problems, such as depressive or anxiety symptoms and poorer psychological adjustment. Struggles related to stress and anxiety are two of the most common mental health problems experienced by children and adolescents which interfere with school functioning (Neil & Christensen, 2009). Therefore, attention to stress from daily hassles and processes that contribute to how children respond to stressors is warranted.

Daily Hassles and Class Climate

Stress experienced in a school setting is associated with lower ratings of class climate and academic performance. Classroom climate is defined as the intellectual, social, emotional, and physical environments that impact student learning, development, and mental well-being (Ambrose, Bridges, DiPietro, Lovett, & Norman, 2010). Given that minor hassles occur on a daily basis, class environment could be influenced by student's ability to handle stress management of the daily hassles experienced within school settings.

Escobar and colleagues (2013) found that major life stressors and chronic stressors were associated with higher levels of daily hassles, and that school was an important contextual variable in determining hassles. The authors reported that some schools had significantly higher levels of hassles than others, but were unsure of what caused these differences. The authors suggested that school-wide interventions could be useful, particularly in schools that tended to have higher levels of hassles. Given that research has shown that student emotional and behavioral skills training is associated with improved classroom climate and student academic performance, identifying

common hassles and intervening with effective skills training or interventions may reduce interfering stress (Linares et al., 2005; Adelman & Taylor, 2005). The occurrence of daily hassles may suggest a need for classroom behavior management strategies, revised instruction, or other routines designed to minimize the reported hassles (Bridley & Jordan, 2012). Some stress due to hassles with peers may be alleviated by interventions which focus on increasing positive student experiences and increases social supports. Other stress sources that are part of school life, such as tests, may require students to be taught specific, effective study or academic skills.

Frequent unresolved daily hassles due to ineffective coping strategies not only cause distress for one student in question but may lead to behaviors, such as arguing with classmates or failing to complete schoolwork, which can cause additional stressful daily hassles for other children and detract from the class' academic engagement. Alternatively, when students perform well, it can help establish a positive classroom climate by forming supportive relationships with peers and positive relationships between students and teachers. These relationships may provide emotional and psychological support which can help decrease the stress caused by uncontrollable daily hassles. Positive classroom climate can also be boosted by implementing effective classroom behavior management, including social-emotional routines. These supports may further enhance climate by decreasing common controllable hassles that detract from students' academic engagement (Ahnert, Harwardt-Heinecke, Kappler, Eckstein-Madry, & Milatz,

2012). Thus, environmental modifications designed to decrease the daily stress caused by everyday hassles can be utilized to support positive class learning climates.

In a large-scale study, Holen, Waaktaar, Lervåg, and Ystgaard (2013) improved teachers' ratings of class climate and academic performance and reduced bullying of second grade students (*N*=1483 from 91 classes) in Norway by implementing a classwide program to teach stress management and coping skills. Students, however, did not show any change in climate ratings between classes with and without treatment. The authors proposed that students may need more time to evaluate change or may have been too young and lacked the cognitive understanding necessary to answer the questionnaires that were administered.

Investigating the relationship between class climate and hassles is important given that good class climates are positively associated with academic engagement (National Institute of Child Health and Human Development Early Child Care Research Network, 2005). Examining the effect of teaching coping to specifically handle the current daily hassles reported by students may immediately impact the students' daily lives and in doing so, change student perceptions of stress and class climate ratings. If the entire class is taught skills or routines on how to handle one's own hassles and to help other students handle their hassles, the climate of the class might be improved, leading students to report having a more supportive class climate with fewer stress-provoking hassles.

Daily Hassles and Coping

The inability to cope with an academic or social demand or having little control over the outcome of the demand causes stress. Although hassles are negative experiences, daily hassles can still provide important learning opportunities for students. Daily hassles allow children to learn healthy stress management strategies which will eventually help them to cope with major life stressors, should they occur. Stress management, or coping strategies, are cognitive thinking and behavioral efforts to prevent, reduce, or cope with stressful external or internal demands, emotions or circumstances (Lazarus & Folkman, 1984). Children and adolescents who do not understand stress factors, are unable to explain experiences, and do not learn effective coping responses to low levels of stress keep encountering the same stressors, leading to constant emotional distress which can interfere with emotional, behavioral, and physical well-being and academic engagement (Byrne, Thomas, Burchell, Olive, & Mirabito, 2011; Ladd & Troop-Gordon, 2003; Rudolph, Lambert, Clark, & Kurlakowsky, 2001). Escobar and colleagues (2013) reported that students who experienced either chronic stressors, such as inadequate housing, or severe stressors, such as a death in the family, also tended to experience higher levels of daily hassles than children without the additional stressors. When psychological resources are needed to handle major stressor, the resources may no longer be available or be as effective for dealing with daily hassles.

Several studies support the relationship between coping and perceived hassles. Escobar and colleagues (2013) found that children 8-12 years old who are high in

leadership, self-restraint and sociability experienced lower levels of self-reported hassles, and children with higher levels of aggression and inhibition experienced higher levels of self-reported hassles. Fernández-Baena and colleagues (2015) examined the number of daily stressors experienced by 7,354 students, from ages 6-13 years, in Spain. Students reported yes or no on experiencing health and psychosocial problems, stressors in the school context, and stressors within the family to sum a total daily stressors score. Results showed no differences between boys and girls, although 23% of the students were categorized as experiencing mild stress levels and 9% as experiencing severe stress levels. Moreover, students who had been identified by teachers as having fewer social relationships or more aggressive behaviors endorsed significantly higher stress scores than students who were identified as socially competent or as leaders (Fernández-Baena et al., 2015). One plausible explanation for these results is that peer support and less aggressive responses to stressors may alter student perceptions of daily hassles. Social support for stress occurs when others help identify and reframe a stressful event in a more realistic, positive, or solvable way and help identify ways to improve handling of the daily hassles. Moreover, students who are able to control their anger are perceived as more attractive friends, which helps the student form a larger social group who can provide functional and emotional social support. Frequent hassles followed by ineffective emotional coping and less peer support could also interfere with the development of social competence (Fernández-Baena et al., 2015). This could lead to a cascade effect, since if a child has low social competence, he or she may have trouble

engaging effectively with others, leading to more interpersonal hassles with peers and teachers.

Clearly, hassles will occur frequently in school settings and students need to learn how to effectively resolve the hassles or manage the distress they cause. Given that the management of hassles plays an important role in student well-being, strategies to manage hassles or to destress will be reviewed in the next section.

Coping Approaches to Manage Daily Hassles

A major intervention for overall stress reduction is to explicitly teach coping skills that children can use on a daily basis with common hassles. Chang and Sanna (2003) found that psychological adjustment was poorer for adolescents using pessimistic coping styles when responding to daily hassles than it was for those who used an optimistic style. The type of coping style used to deal with the hassles and stress can be impactful.

Research also indicates that productive, approach-based coping such as active problem solving tends to work for controllable stressors. Active coping is attempts to productively manage the stressor in a constructive manner and is associated with better psychosocial health and lower levels of anxiety and aggression, but is only effective for controllable stressors (Clarke, 2006). Alternatively, emotional coping strategies, such as emotional regulation, acceptance, cognitive restructuring, distraction, and positive thinking, are important for calming and motivating oneself to problem solve or find social support to address uncontrollable stressors. Therefore, it is very important for children to

have a range of coping strategies available and the skills to select the strategy which is the best fit for the situation (Clarke, 2006).

Although different types of coping are effective for different situations (Clarke, 2006; Skinner, Edge, Altman, & Sherwood, 2003), Skinner, Pitzer, and Steele (2013) described the styles of coping which are adaptive and the styles which are maladaptive for children in an academic setting. Types of adaptive coping include strategizing, self-encouragement, help-seeking, comfort-seeking, and commitment. Maladaptive coping styles include self-pity, rumination, confusion, escape, projection, and concealment (Skinner & Pitzer, 2012, as cited in Skinner et al., 2013). Maladaptive types of coping, such as impulsive acting out, ruminating, or avoiding situations that are controllable stressors, may lead to negative outcomes in schools. Alternatively, adaptive coping skills can help students to reengage with their school work, deal with negative emotions, and persevere while the maladaptive strategies may lead to increased distress and academic disengagement, and may lead to oppositional behaviors or prevent students from seeking help from teachers or their peers (Skinner et al., 2013). The researchers also found that the adaptive coping styles had significant positively associations with the students' engagement at school and with their ability to reengage after setbacks, while the negative coping strategies were significantly negatively associated with both engagement and re-engagement. They also found that the adaptive coping skills were associated with better emotional regulation while the maladaptive skills were associated with greater emotional reactivity (Skinner et al., 2013).

In addition to being suited to the setting, the coping style must also be appropriate for the child's age and feasible. Creasey, Mitts, and Catanzaro (1995) examined reported hassles and stress levels of kindergarten students (n = 74) that were asked to rate family, peer, and school events experienced in the last month and the degree they felt bad about any experiences. Kindergartners had difficulty generating good approach-based coping strategies; however, a reliance on psychologically or physically distancing oneself from the stressor was associated with fewer behavior problems. The authors suggested that this might be due to inability for very young children to come up with effective approach based coping strategies, or because the stresses mentioned in the study (such as being wrongly accused by a teacher) were uncontrollable, and not something a kindergartner could effectively change. In older children and adults, distancing and emotion regulation coping strategies are effectively used for uncontrollable stress, so perhaps the coping strategy needs to match the stressor.

For this reason, the type of intervention used to help children deal with daily hassles must be chosen with care and provide several options. Ideally, young children should learn both effective approach based coping strategies and useful emotional regulation strategies to reduce stress about events they cannot alter. Once coping strategies are selected and taught, interventions need to be in place to support skill acquisition in the classroom setting. Research on behavioral methods to support skill use is described in the next section.

Behavioral Intervention for Supporting Skills in the Classroom

Following any type of skills training, antecedent environmental prompts are needed to cue students to use the new coping skills or problem-solving techniques to resolve daily hassles or to reduce stress (Cooper, Heron, & Heward, 2007). Developing individual coping plans that list specific strategies provides a visual prompt that students can independently use to select which strategy would be effective for classroom situations. These visual coping maps also show teachers what the child should be doing, which provides the teacher with information about how to prompt effective coping when students are stressed throughout the day (Cooper et al., 2007).

In addition to antecedent prompts, behavioral shaping of new skills involves reinforcement of successful completion of initial small steps in simple contexts and continues to earn additional reinforcement or feedback for more advanced steps or complex situations to build appropriate and fluent application of coping skills. Consequential supports to sustain effective coping include positive reinforcement for effectively using coping plans or feedback on future coping response options for ineffective outcomes (Cooper et al., 2007).

Using teaching and shaping to help students learn coping skills is important not only to aid them in dealing with the daily hassles in their current settings and interactions, but also to set the stage for later success by laying down the foundations for good future coping with stress. The coping skills may also generalize to dealings with or perceptions

of other hassles. Moreover, teaching children effective coping strategies for frequently occurring hassles could help reduce the number of hassles experienced in the classroom and lead to a better class climate (Cooper et al., 2007).

Cognitive Behavioral Therapy

There are many different techniques which have been used to teach coping skills for dealing with stressors. One of these techniques is Cognitive Behavioral Therapy. Cognitive Behavioral Therapy (CBT) is a type of psychological therapy which focuses on teaching the participants strategies to help manage maladaptive thoughts, problematic behaviors, and emotional distress. CBT has been shown to be an effective treatment for variety of mental health concerns, including anxiety, anger management, and stress (Hofmann, Asnaani, Vonk, Sawyer, and Fang, 2012). Furthermore, CBT principles have been used to develop effective programs, such as Strong Kids, which teach children resiliency skills and techniques for managing stressors which come up in everyday situations (Merrell, Carrizales, Feuerborn, Gueldner, & Tran, 2007).

Purpose of Study

Daily Hassles can be detrimental to children's well-being if they are not managed by the use of effective coping strategies. Large amounts of academic and other school-related hassles may also be associated with specific classrooms, which could suggest large amounts of daily hassles lead to cumulative stress and impact student performance and the classroom climate. Because there are few interventions available which target

daily hassles specifically, the current study proposes to look at the effectiveness of a classroom intervention which has been designed to focus on controllable and uncontrollable daily hassles. The intervention will be targeted at the particular daily hassles which are the biggest concern for the individual students participating in the intervention and will teach different sets of coping techniques for uncontrollable and controllable hassles. Learning both emotion and problem focused interventions to reduce distress will provide students with a wide array of strategies to resolve controllable hassles and handle uncontrollable hassles which arise as part of everyday school demands. Moreover, students benefit from adult support in environments where problems are likely to occur. Adult support includes prompting, providing feedback, and motivation while the students are learning are learning and practicing new skills (Girling-Butcher & Ronan, 2009). Given the importance of possessing effective coping strategies in the classroom to handle school demands, the following research questions were of primary interest in this study.

1. What is the relation between a brief CBT intervention with a classroom-based generalization phase on the student rated frequency of daily hassles which occur at school and on the student rated distress levels associated with the daily hassles that occur at school?
2. How helpful and acceptable do the students find the intervention?
3. What are students' perception of class climate following the treatment relative to their pre-treatment perception of climate?

We hypothesized that classroom intervention support on daily school tasks implemented after receiving a brief training on coping skills would lead to a decrease in student and teacher reported hassle frequency and distress levels relative to a baseline condition since CBT has been shown to be effective for managing stress (Hofmann et al., 2012). Given the findings of Skinner and colleagues (2013) on the types of strategies which are most effective for academic settings, we predict that our intervention will help children learn specific coping skills to deal more effectively with daily hassles when they occur and experience less stress in the classroom. Fernández-Baena and colleagues (2015) and Escobar and colleagues (2013) demonstrated the connection between coping skills and managing stress from daily hassles. Therefore, we further predict that the use of good coping skills and strategies will help prevent the children from reacting to the stress from hassles in ways that could cause more daily hassles for others, and in doing so reduce the total number of daily hassles experienced in the classroom. Given the relationship between managing hassles and classroom climate suggested by Ahnert and associates (2012), less hassle stress may correspond with higher class climate ratings.

Method

Participants

Participants consisted of three, third and fourth grade students aged 8-10, who attended a single public elementary school in Utah. Second to fifth grade teachers were asked to nominate students whom they believed would benefit from an intervention to decrease problem behaviors which seem to be associated with academic stressors and are interfering with academic performance. The teachers were further instructed to recommend students who demonstrated frequent frustration, anxiety, and/or stress-related behaviors in the classroom and would thereby benefit from emotional regulation and coping skills training. To be included in the study: (1) the student had to be at least 8 years old, as it has been shown that children age 8 years of age and older can benefit from CBT (Flannery-Schroeder & Kendall, 2000) and (2) the teacher reported that the student's problem behavior occurred on a daily basis. Exclusion criteria included: (1) the presence of a disability that would make it difficult to participate in CBT (e.g. students with autism or intellectual disability) and (2) current use of medication treatment and/or participation in another cognitive and/or behavioral treatment at the time of the study.

Five students were selected as possible participants for the study. One student never returned the consent and another discontinued the study because she was absent from school for an extended amount of time (approximately one month) while the study was ongoing. Because her parent had signed the consent form, the intervention was still provided for ethical purposes, but data were not collected. The remaining three students

participated in the study. Student 1, a third grade, White, female given the alias "Catherine" for this thesis; Student 2, a fourth grade, White, male given the alias "Thomas"; and Student 3, a fourth grade, White, female student given the alias "Ruby". Thomas and Ruby were in the same class; consequently, only two teachers participated in the study.

The Children's Stress Questionnaire, a questionnaire which looks at how frequently different hassles are experienced by the student and how upsetting the hassles are for him or her, was used to determine which hassles should be used as the main targets for the intervention. The three hassles which the student reported to be the biggest concerns and the three hassles which their teacher reported to be the biggest concerns were selected. The students and their target hassles are reported in table 1.

Table 1

Target daily hassles selected for Thomas, Catherine, and Ruby.

	Catherine	Ruby	Thomas
Hassle 1	People getting too close in my space	Arguments/fights with friends	Too many things to do at once
Hassle 2	People don't pay enough attention to me	Having to do things with people I don't know	Learning things I'm not interested in

Hassle 3	People don't include me	Tattling	Arguments/fights with friends
Hassle 4	Friends in bad moods	Trouble with schoolwork or homework	Hard to concentrate or distracted
Hassle 5	Arguments/fights with friends	Hard to concentrate at school	Not understanding or not doing the right directions
Hassle 6	Friends tattling or pressuring me	Not understanding work or not knowing what to do	Trouble with schoolwork or homework

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Setting

Pre and post assessments and treatment training sessions were completed individually with the students in a quiet room within the student's school for the first portion of study's assessment and treatment sessions. Assessment of classroom behaviors occurred in the students' regularly attended classroom in the presence of classmates and teacher.

Dependent Variables and Instruments

Children's Stress Questionnaire (CSQ). The level of stress the students experienced from daily hassles was measured in two ways. First, the Children's Stress

Questionnaire (CSQ; Byrne, Thomas, Burchell, Olive & Mirabito, 2011) was used to gauge overall distress on common daily school hassles. The CSQ was completed by the students and their teachers before and after the study. The version of the CSQ (see Appendix A) used in this study included two of the five subscales related to elementary school and peer hassle experiences: Pervasive Hassles Beyond Normal Control (16 items) and Problems with the School Environment (9 items). Teachers and students rated the level of stress for each item that states an event that is a potential daily stressor in the school setting using a 5-point Likert scale (1- "this didn't happen to me" to 5- "it made me very upset"). The CSQ and the two scales have good test-retest reliability (range, α = .77 to .88) with 7- to 8-year-old students and is also shown to be positively correlated (r = .24 to .32, $p < .01$) with depression and anxiety measures indicating construct validity with similar symptoms. The scale was moderately correlated with the depression measures and modest to moderately correlated with the anxiety measures (Byrne et al., 2011).

To ensure that a wide range of hassles could be detected, the researchers added some additional hassles: "Tattling"; "Taking my stuff without asking"; "Kids not listening and using my ideas too"; "Kids not following the rules during a game"; "Kids not sharing"; "Kids won't let me play"; "Kids being mean to me"; "Kids being bossy"; Someone saying they don't want to be my friend anymore"; "Forgetting to do or turn in homework"; "Hard to do neat work"; "Others distract me when trying to work"; Not understanding or doing to right directions"; and "Not finishing work on time." Two of

the CSQ hassles were also slightly modified. “Parents hassle me about the way I look” from the Relationships with Parents subscale was changed to “Kids hassle me about the way I look” to make it relevant to the school environment, “Touched in a way I don’t like” was changed to “Getting too close into my space”, and “Did badly in recent big test” was changed to “Did badly on work or test”.

Daily Hassle Rating Forms. Second, Daily Hassle Forms were constructed for this study and used to assess distress on a daily basis (see Appendix B). The forms were different for each student and included the top three student identified hassles and top three teacher identified hassles. These forms were rated exactly like the CSQ except only six hassles were listed and the students and their teachers reported the frequency and level of distress experienced each day of the week. The final forms reflected the hassles that were the most frequently experienced by and most upsetting to the students in the study. The students and their teachers completed the daily rating forms at the end of each school day for progress monitoring during all three phases of the study.

Multidimensional Measure of Coping (MMC). Student coping responses were assessed using the Multidimensional Measure of Coping for elementary students (MMC; Skinner, Pitzer, & Steele, 2013). The students and their teachers completed the MMC before and after the study. The MMC scale (see Appendix C) consists of 55 items describing different coping responses, including adaptive and maladaptive responses that students can apply to reduce stress in the classroom and other academic settings. Students rated items stating a coping response using a 4-point Likert-type scales to

indicate whether a coping response statement to a situation prompt (e.g., ‘‘When I have difficulty learning something…”) was: (1) Not at all true for me, (2) Not very true for me, (3) Sort of true for me, or (4) Very true for me (Skinner et al., 2013).

The MMC consists of two separate scales to produce two total scores: Adaptive Academic Coping and Maladaptive Coping. Each scale has five to six subscales each representing a different coping approaches with five items describing specific responses per coping approach. The Adaptive Academic scale approaches are: Strategizing, Help-seeking, Comfort-seeking, Self-encouragement, and Commitment. The Maladaptive scales approaches are: Confusion, Escape, Concealment, Self-pity, Rumination, and Projection. Internal consistency for the Multidimensional Measure of Coping was acceptable, with Cronbach’s alphas between .59 and .85. Test-retest reliability was between .47 and .70 (Skinner et al., 2013).

In addition to calculating total scores for the maladaptive and adaptive coping subscales, Coping Allocation and Profile scores were also reported. In their 2013 research paper, Skinner, Pitzer, & Steele recommended that Coping Allocation and Profile scores be calculated. These types of scores have been shown to provide more accurate pictures of individual coping (Lewis & Frydenberg, 2002; Skinner & Pitzer, 2012, cited by Skinner, Pitzer, & Steele, 2013). Coping Allocation scores and overall Coping Profile scores were calculated using the methods recommended by Skinner and associates (2013). The Coping Allocation scores were calculated by adding the totals for all the types of coping (without reverse coding maladaptive coping scores), dividing the

total for each item by the total coping score, and finally multiplying the number by 100. The resulting score indicated how frequently the student was utilizing a given typing of coping instead of the other types of coping. The Coping Profile scores, on the other hand, demonstrated how often the student was using adaptive coping skills instead of maladaptive coping skills. These were calculated by adding all of the coping skills together (reverse coding the maladaptive coping skills) and taking the average. (Skinner et al., 2013)

Questionnaires on Emotional and Social Experiences of Primary School Children, First and Second Grades (FEESS 1-2). An English version of the FEESS 1-2 (Questionnaires on emotional and social experiences of primary school children, first and second grades) was used to measure class climate. The FEESS 1-2 was completed by the student participants before and after the study. The class climate and social integration scales of the questionnaire, containing a total of 22 items, were used for this study (see Appendix D). Students rated the items as either "thumbs up" or "thumbs down", or by saying "yes" or "no". The FEESS 1-2 also has a third subscale, the academic skills subscale, and a teacher version of the measure which were not used in this study (Holen, Waaktaar, Lervåg, & Ystgaard, 2013). The FEESS 1-2 was developed in Germany and the German version of the scale has internal consistency ratings (Chronbach's α) of .69 for the class climate subscale and .72 for the social integration subscale (Holen et al., 2013). The English translation used in this study was provided by Holen and associates (2013).

What was it like? The degree that the goals and procedures were perceived by teachers and students as socially important and acceptable and that the outcome was effective (i.e., social validity) were assessed using the "What was it like?" survey (Lane et al., 2009). As presented in Appendix E, students and teachers answered an open ended questions and rated eight items statements about the program using a 5-point Likert scale (1 = not true at all for me to 5 = very true for me). The social validity scale was completed by the students and teachers after the study.

Design and Experimental Procedures

A nonconcurrent multiple baseline single case design was implemented to assess the functional relationship between a classroom-based intervention on teacher and student reports of the impact daily hassles have on student exhibited stress responses. A multiple baseline design was selected because single case designs have been endorsed by the evidence-based treatment movement to explore the effects of modified or new treatment (Chambless & Hollon, 1998). This design had the best ability to answer the research questions, as it was expected that target behaviors would not be reversed when the intervention is removed. Once effective coping skills had been learned and were being used by the students, the researcher expected they would lead to positive reinforcement (e.g., more pleasant feelings, thoughts and teacher and peer experiences) even when the external contingencies were removed, as the contingencies would be in a more experimentally controlled ABAB design. Multiple baseline study designs enable the evaluation of the treatment effect by sequentially administering treatment to staggered

and stable baseline data paths across time to indicate that behavior change occurs only when treatment is in place and less likely due to time or other setting events (Kratochwill et al., 2010).

In this study, student and teacher rated daily stress levels were evaluated for 1 to 4 weeks (depending on how long it took to attain stable baseline data) prior to implementing and evaluating treatment effects. The treatment phase consisted of a brief psycho-educational emotional regulation and coping skill intervention. The phase of the intervention where the students met with the researcher was followed by a classroom intervention with teacher support to help the students generalize their newly trained skills to the classroom environment. Catherine received the intervention first, Ruby was second, and Thomas received the intervention third. Thomas and Ruby's teacher was a little inconsistent in completing the daily rating forms and missed filling out the forms for about a week and a half midway through the study. Thomas and Ruby were kept in the study despite the missing data, as the majority of their daily rating forms were completed and the researcher also had their pre and post data. Catherine and her teacher filled out the forms more consistently. However, Catherine's teacher did not return the pre-measure of the MMC, even with follow up and reminders to complete the form.

Procedures

Recruitment. Student participants were identified by teachers using a Teacher Nomination Form (see Appendix F) which helped identify and rate students who were exhibiting more stress or were more frustrated by daily academic demands or stressors

than other classmates and appeared to be negatively impacted by the stress and stressors. Parents were called by a researcher to explain the study rationale, risks and benefits, and the procedures of the study, and, if they agreed to have their child participate in the study, asked to sign and return an informed consent form. They were also offered copies of all the measures their children would complete during the study so they could look them over before deciding whether their child would participate. The nominated students whose parents were interested in the study were given a packet with an informed consent form, return envelope, and copies of the measures the student would be completing (if the parent had requested to view them), and asked to take the packet home to their parents. The students were allowed to select a small prize for returning the permission form whether or not their parent decided to have them participate in the study.

Pre-treatment assessment. After parental permission and student assent was obtained, the initial assessments were conducted to determine the most common daily hassles, the stress level that students were experiencing, and adaptive and maladaptive coping responses. The students met with the student researcher individually and completed the MMC, CSQ, and the FEESS 2-1 after receiving verbal directions by the researcher. All of the items on the scales were read to the students.

The teachers also completed the CSQ and the MMC, and the researcher met with the teachers for about 10 minutes each to further define the problematic responses to daily hassles using a Brief Functional Assessment Interview Form (see Appendix G). The information from the interviews helped the researcher select target hassles and

provided additional information about how the hassle was bothering the student and so forth.

In addition to serving as the pre-assessment of skills and stress, the findings of the pre-measures were used to guide the selection of six of the most troubling hassles. The pre-assessments were also be used to determine which coping skills were commonly reported by all the participating student and which coping skills were not frequently used and needed to be taught or strengthened. This helped the researcher customize the intervention to meet the needs of the specific children in the study. The researcher selected six hassles for each student, the three which the student had indicated were the most upsetting/frequent and the three which their teacher thought were the most upsetting to the student and had observed the most frequently.

Baseline. Following pre-assessment, Catherine, Thomas, Ruby, and their teachers were taught how to record distress levels on the Daily Hassle Rating Forms listing six selected hassles from the teacher and student CSQ ratings (see Appendix B). Blank daily rating forms were held by the students' teachers and completed by both the student and their teacher at the end of each day. After training, both teachers and students were asked to report classroom behaviors and daily hassle stress levels for at least 3 days a week. Data was collected for approximately one to four weeks and no additional training took place until a stable baseline with an absence of trend in desired direction was seen.

Daily hassle coping map training. The intervention was divided into three sessions, each focusing on teaching coping skills for one or two of the six common selected daily hassles. Hassles which did not appear to be a concern during the baseline phase were not targeted for intervention, though the researcher continued to collect data on them. The sessions incorporated techniques and principles from *Strong Kids Grades 3-5: A Social and Emotional Learning Curriculum* (Merrell, Carrizales, Feuerborn, Gueldner, & Tran, 2007), *Skillstreaming the Elementary School Child: A Guide for Teaching Prosocial Skills*, (McGinnis, 2012) and a study done by Bouchard, Gervais, Gagnier, & Loranger (2013) on the use of bibliotherapy as a treatment for anxiety.

The interventions all followed the same format and included similar coping skills. The specific coping skills were selected to teach the children skills for managing the particular hassles with which they were struggling, and the stories and so forth were modified to match the hassles and coping skills addressed in the specific lesson. Catherine's intervention included a deep breathing relaxation exercise, a problem solving strategy for resolving conflicts, two simple cognitive reframing exercises, a Skillstreaming skill for joining into games or group activities, and a problem solving technique technique for managing feelings of worry. Ruby's intervention included two deep breathing relaxation exercises, Skillstreaming skills for completing assignments and ignoring distractions, a simple cognitive reframing exercise, and a problem solving strategy for resolving conflicts. Thomas's intervention included a deep breathing relaxation exercise, a Skillstreaming skill for seeking help for difficult assignments, a

simple cognitive reframing activity for dealing with anxiety-provoking thoughts, a problem solving strategy for resolving conflicts, and Skillstreaming skills for ignoring distractions and completing assignments.

During the first lesson, the researcher gave a brief summary on daily hassles which are often experienced and the importance of using coping skills to help manage the negative emotions resulting from the hassle and/or to resolve the hassle itself. She also explained the difference between active and passive coping skills, and why it's important to know how to use both and choose the right one for the situation. After engaging in an ice breaker game or activity (which the student was allowed to choose), the researcher introduced the skill and told a brief story where the hassle and coping skill were demonstrated. At the pivotal point of the story, adaptive and maladaptive solutions and potential consequences of the solutions were presented, and the student was asked to decide which strategies were likely to be effective and to predict possible consquences. The effective options were then practiced and added to the student's Coping Map (see Appendix H), and the researcher explained why the maladaptive solutions would lead to negative consequences if the student had been unable to explain them on their own.

Still using the story, the interventionist explained the steps of the skill and the rationale for why the skill is effective. The use of bibilotherapy in the study was losely patterned after Bouchard, Gervais, Gagnier, and Loranger's (2013) study. The student researcher went through a few different examples and allowed the student to try applying the steps. She also demonstrated an example of each skill. Each lesson included an

active coping skill (something which could be used to solve the problem or change the situation which was bothering them) and a passive coping skill (such as relaxation exercises to manage distress and ways the student could think about the problem differently or comfort themselves).

New skills were taught to manage the other hassles during the remaining two lessons. During these lessons, the researcher quickly reviewed the skills from the past lesson, asked the student if they wanted to practice any of them again, and asked how practicing the coping skill had gone. The researcher helped the student troubleshoot any problems which had arisen while practicing the skill the week before and awarded points if the student was able to tell about a time when they had used the skill.

Once the greeting and review were complete, the students were taught coping skill options to handle the hassle(s) with the same teaching activities used in the first lesson: an ice breaker game/activity, a brief story, modeling, and role play. All new coping and problem-solving options were added to the student's coping map. Each time, the students were able earn points for participating in the session and given the option of exchanging points for a prize. Strategies for all of the selected hassles on the daily rating forms were trained, except for a few hassles which were not reported at all by the teacher or student during the baseline phase.

Contingent reward for coping skills. After the training, a mystery motivator intervention was used to reward the students' attempts to use the coping skills to handle hassles in their classrooms (Kowalewicz & Coffee, 2014). Each student was given a

Coping Map with their specific strategies to use as a visual cue and help them earn points towards a reward by meeting a predetermined goal. Teachers were asked to prompt, observe, and praise (P.O.P.) the mystery motivator intervention. Each day, the teacher prompted/remined the student (as needed) to select useful skills on the chart to use when hassled to meet their goal. When hassles occurred, the teacher observed whether the student made progress towards their goal. Based on the observation, the teachers specifically praised effort and/or engagement, and/or prompted the student to use the skills. At the end of each school day, the student and teacher completed the daily rating forms. The students were given brief feedback by the teacher to help them recognize goal obtainment, successful strategies used, to provide a verbal positive/self-praise statement about efforts, and/or problem solve barriers for the next task. Students also earned points for adult ratings of goal obtainment. If the students practiced consistently, they had the option of earned enough points to get a reward every few school days. In summary, the intervention consisted of goal setting, using a Coping Map as a visual cue, teacher prompts, self-monitoring, specific feedback, and a contingent reward to support use of coping skills directly in the classroom.

Before the first classroom intervention/generalization session, the researcher trained the students and teachers on the intervention using written instructions (see Appendix I). The students were asked which types of rewards they wanted to have the option of earning. All possible rewards were also approved by the student's teacher. The rewards selected by the students included things like classroom currency, fancy pens, and

unicorn erasers. After the students had been given instruction on the contingent reward intervention, teachers and students were asked to continue completing the rating daily hassle stress levels for at least 3 days a week. No additional student training took place, but the teachers continued to receive ongoing support from the researcher during the classroom intervention, as needed.

Post assessments. After the completion of the contingent reward for coping skills condition, students competed the CSQ, MMC, FEESS 2-1, and the social validity assessment. Teachers completed the CSQ, MMC, and the social validity assessment.

Fidelity of Experimental Procedures

The fidelity of the coping skill intervention was measured using a checklist of the training procedures (see Appendix J). As each part of the procedure was completed, the researcher checked it off on the form. The teachers were also provided with forms to track the classroom-based intervention during the generalization phase of the study (see Appendix I).

Data Analysis

The data from the daily rating forms completed by the student and teacher participants were analyzed using the visual analysis techniques described by Kratochwill and associates (2010) in the technical document they developed. The researcher analyzed the stability of the baseline data, looked at the level by calculating means and medians, analyzed the trend by calculating the slopes, and calculated standard deviations to assess

the variability within phases. She also looked at immediacy of effect, and overlap between phases (Kratochwill et al., 2010).

The researcher also looked for changes between the students' and teachers' ratings on the pre and post measures. Coping profile and total allocation scores were calculated for the MMC scores using the methods proposed by Skinner and associates (2013) to generate a better picture of which types of coping skills were being utilized by the students.

Results

Catherine

Catherine was the first participant to receive the intervention. Her target hassles were "People getting too close in my space" (hassle 1), "People don't pay enough attention to me" (hassle 2), "People don't include me" (hassle 3), "Friends in bad moods" (hassle 4), "Arguments/fights with friends" (hassle 5), and "Friends tattling or pressuring me" (hassle 6).

According to her and her teacher's ratings, hassle 1 (people getting too close in my space) occurred several times during the baseline phase and usually bothered Catherine when it happened. Catherine reported that hassles 2 (people don't pay enough attention to me) and 4 (friends in bad moods) occurred on a few of the days and bothered her, while she indicated that hassle 5 (arguments/fights with friends) only occurred on one day during the baseline and hassles 3 (people don't include me) and 6 (friends tattling or pressuring me) did not occur at all. Catherine's teacher also reported that hassle 2 (people don't pay enough attention to me) occurred on two of the days and bothered Catherine both days. She indicated that hassles 3 (people don't include me), 4 (friends in bad moods), and 5 (arguments/fights with friends) only occurred and upset Catherine on one of the days during the baseline phase, and noted that hassle 6 (friends tattling or pressuring me) came up on two of the days, but did not seem to bother Catherine. Although the data appear to indicate a fairly stable trend for hassle 1 (people getting too close in my space), with the hassle causing concern on many of the baseline

days, the other hassles occurred more rarely and less of a stable concern was demonstrated. Catherine's teacher indicated that hassle 1 (people getting too close in my space) came up and bothered Catherine on a couple of days during the intervention phase, but reported that it did not come up at all during the generalization phase. Catherine reported that the hassle did not come up during the intervention phase and noted that the hassle came up one day during the generalization phase and bothered her a little. Because the hassle appeared so rarely during the intervention and generalization phases, it is difficult to determine what effect, if any, the intervention had on the hassle. Catherine's and her teacher's ratings for the other five hassles followed a similar pattern as the baseline. Most days were rated as "1" with hassles coming up from time to time (see figures 1-12 in Appendix K for exact ratings).

Visual Analysis. The daily rating form data recorded by Catherine and her teacher were visually analyzed using the procedure described in the methods section.

Level. According to both Catherine and her teacher's ratings, Catherine had lower mean and median distress for hassle 1 (people getting too close in my space), in the intervention and generalization phases than she did during the baseline phase. For Hassles 2-6, the means show slight positive or negative change, but it appears to be not be a meaningful difference. There was no change seen in the medians across the phases for these hassles (see table 2 for means and medians reported by Catherine and her teacher).\

Table 2

Catherine's self-reported and teacher reported hassle distress means, medians, and standard deviations.

		Student Reported			Teacher Reported		
		Phase 1	Phase 2	Phase 3	Phase 1	Phase 2	Phase 3
Hassle 1	Mean	2.33	1.00	1.22	2.29	2.00	1.00
	Median	3.00	1.00	1.00	2.00	1.00	1.00
	SD	1.03	0.00	0.67	1.11	1.41	0.00
Hassle 2	Mean	1.87	1.00	1.22	1.57	1.00	1.44
	Median	1.00	1.00	1.00	1.00	1.00	1.00
	SD	1.57	0.00	0.44	0.97	0.00	0.88
Hassle 3	Mean	1.00	1.00	1.44	1.25	1.50	1.56
	Median	1.00	1.00	1.00	1.00	1.00	1.00
	SD	0.00	0.00	0.88	0.71	1.00	1.01
Hassle 4	Mean	1.87	1.33	1.55	1.33	1.67	1.22
	Median	1.00	1.00	1.00	1.00	1.00	1.00
	SD	1.25	0.58	1.33	0.71	1.15	0.67
Hassle 5	Mean	1.50	1.44	1.78	1.29	1.60	1.67
	Median	1.00	1.00	1.00	1.00	1.00	1.00
	SD	1.22	0.89	1.39	0.76	1.34	1.00
Hassle 6	Mean	1.00	1.00	1.00	1.22	1.33	1.20

Median	1.00	1.00	1.00	1.00	1.00	1.00
SD	0.00	0.00	0.00	0.44	0.58	0.63

Trend. According to Catherine's teacher's ratings for slope, most of her hassles were at least slightly decreasing during the baseline phase with hassle 1 (people getting too close in my space) decreasing more sharply, and the hassles continued to show decreasing trends through the generalization phase. Catherine's teacher's ratings for hassle 1 (people getting too close in my space) had a positive slope during the intervention phase because the hassle came up a couple of times at the end of the phase. Catherine's teacher gave hassle 1 (people getting too close in my space) ratings of "1" for the entire generalization phase, resulting in a slope of zero. The instances of hassles 3-6 appeared to increase during the intervention phase, but this was primarily because of one stressful day right at the end of the intervention phase where Catherine's teacher reported that a lot of problems occurred during recess which were very stressful for Catherine (all of the other days in the intervention phase were rated "1" and the higher ratings at the end of the phase pulled the slope up). Catherine also reported that the hassles she was experiencing decreased during the baseline phase. Hassle 4 (friends in bad moods) appears to have decreased during the intervention phase while hassle 5 (arguments/fights with friends) appears to have increased, but this was mainly because Catherine only reported on day during the phase when the hassles occurred. She indicated that hassle 4 came up once at the beginning of the phase and that hassle 5 came up once at the end of

the phase. Catherine reported very few days with hassles during the generalization phase resulting in small slopes (see table 3 for the slopes reported by Catherine and her teacher).

Table 3

Slopes of Catherine's teacher and self-reported distress from hassles

	Student Reported Slope			Teacher Reported Slope		
	Phase 1	Phase 2	Phase 3	Phase 1	Phase 2	Phase 3
Hassle 1	-0.6	0.00	-0.03	-0.32	0.30	0.00
Hassle 2	-0.50	0.00	-0.05	0.00	0.00	-0.07
Hassle 3	0.00	0.00	-0.03	-0.07	0.60	-0.17
Hassle 4	-0.29	-0.50	0.13	-0.02	1.00	-0.13
Hassle 5	-0.60	0.40	0.10	-0.07	0.60	-0.07
Hassle 6	0.00	0.00	0.00	-0.02	0.50	-0.10

Variability. Many of the hassle ratings reported by both Catherine and her teacher had relatively high standard deviations, which indicates more variability in the ratings. Most of the hassles were given primarily ratings of "1" in all of the phases, with occasional higher ratings. The hassles with higher variability had more instances where the hassle came up in the corresponding phase, while the hassles with lower variability seemed to come up very infrequently- or not all. Catherine's teacher's ratings fluctuated

across phases, but no consistent patterns emerged apart from her ratings for hassle 1 (people getting too close in my space). Catherine's teacher reported far less variability for hassle 1 (people getting too close in my space) in the generalization phase compared to baseline and intervention phases. Catherine's ratings for hassles 1 (people getting too close in my space) and 2 (people don't pay enough attention to me) showed less variability during the generalization phase, while her ratings for hassles 3, 4, and 5 seemed to have more variability during the generalization phase. Catherine's ratings tended to have lower variability during the intervention phase. Catherine's ratings for hassle 6 (friends tattling or pressuring me) had a standard deviation of 0 in all three phases because she always gave this hassle a rating of "1", indicating that it never happened during the study (see table 2 for the standard deviations reported by Catherine and her teacher).

Immediacy of Effect. No particular effects were seen in Catherine's or her teacher's daily rating form data for hassles 2-5, and this was reflected in the last three data points of the baseline phases and first three data points in the intervention and generalization phases, which hassles being scattered throughout. For hassle 1 (people getting too close in my space), Catherine's teacher indicated that the hassle only came up one day at the end of the baseline phase and did not upset Catherine, though the hassle was more of a concern earlier in the phase. The hassle came up one day during the first part of the intervention phase and bothered Catherine a little, and did not come up at all during the generalization phase. Catherine reported that the hassle came up one day at

the end of the baseline phase and did not come up at all during the first three days data were taken during the intervention phase or generalization phase.

Overlapping Data. The strongest effect was seen for hassle 1 (people getting too close in my space). Twenty percent of Catherine's teacher's ratings during the intervention phase were lower than her ratings during the baseline phase and 78% of her teacher's ratings during the generalization phase were lower than her baseline ratings. 60% of Catherine's ratings during the intervention phase and 67% of her ratings during the generalization phase were lower than the corresponding ratings in the baseline phase. All of Catherine's and her teacher's ratings during the intervention phase for the other five hassles overlapped with the baseline data. 44% of Catherine's ratings during the generalization phase for hassle 2 (people don't pay enough attention to me) were lower than her baseline ratings and 33% of her baseline ratings for hassles 4 (friends in bad moods) and 5 (arguments/fights with friends) were lower than her baseline ratings. Small amounts of non-overlapping data in the generalization phase were seen in Catherine's ratings for hassle 6 and her teacher's ratings for hassles 2-6, but seem to be the because Catherine's generalization phase was a little longer than her baseline phase rather than a meaningful effect.

Pre- and post-measures. Catherine and her teacher also completed pre- and post-measures before and after the study. Catherine completed the CSQ, the MMC, and the FEESS 1-2, and her teacher completed the CSQ and the MMC. Both Catherine and her teacher completed the social validity measure along with the post measures.

Children's Stress Questionnaire. Catherine reported far fewer hassles on the post version of the modified version of the CSQ, though she mentioned that two hassles, "people getting too close in my space" and "doing badly on work or a test", were bothering her a little more than before. She also indicated that another hassle, "no-one takes me seriously" had come up when it hadn't on the pre-measure, but she rated it with a "2", which meant that it did not bother her. Eight hassles which Catherine had indicated were bothering her on the pre-measure were given ratings of "1" on the post measure, meaning that they were no longer coming up nor were they a concern for Catherine. Catherine's teacher also indicated that Catherine was having fewer hassles after the intervention on the CSQ. She reported that 11 hassles which had been rated with "3" or higher on the pre-measure had dropped to ratings of "1", and two other hassles, while still bothering Catherine, had dropped to lower ratings, indicating they were bothering her less than they had. Catherine's teacher reported that two hassles, "kids not following the rules during a game" and "find it hard to make friends" were bothering Catherine a little more than they had at the time when the pre-measures were completed (see tables 8 and 9 in Appendix K for Catherine's and her teacher's CSQ ratings).

Multidimensional Measure of Coping. On the MMC, Catherine reported using 21 adaptive strategies and 8 maladaptive strategies on the pre-measure and 18 adaptive and 2 maladaptive strategies on the post measure. Catherine teacher did not return the pre-version of the MMC, even with reminders, but on the post version of the measure,

she reported that Catherine had been using 23 adaptive coping strategies and eight maladaptive strategies. Profile and total allocation scores were calculated for Catherine's ratings using the procedure described in the methods section. Although Catherine reported using fewer adaptive coping skills in the commitment category on the post rating form, she also reported using fewer maladaptive coping skills. This means that she indicated she was using more coping skills from other adaptive categories, particularly help-seeking and self-encouragement, rather than focusing on important goals (see tables 10 and 11 in Appendix K for Catherine's and her teacher's MMC ratings, total profile scores, and allocation scores).

Questionnaire on Emotional and Social Experiences of Primary Children. On the Questionnaire on Emotional and Social Experiences of Primary Children, First and Second Grades (FEESS 1-2), Catherine appeared to indicate that she perceived the classroom climate more positively after the intervention. Although the questions are designed to be answered with "yes" or "no", Catherine answered "sometimes" or "kind of" to several questions on the pre-measure. These were scored as .5 rather than "1" or "0". Catherine gave her classroom an overall rating of 18 on the pre-measure and an overall rating of 22 (the maximum score) on the post measure.

Social Validity. Catherine's teacher reported that Catherine at least somewhat enjoyed using the coping map, and liked earning rewards for using it. She also indicated that she felt the coping map was easy to use and noted that she would like to keep adding to it. She reported that Catherine often forgot to use the coping map, but said that it was

somewhat helpful when she did use it. Catherine indicated that she really liked the coping map intervention and gave it the highest possible rating in every category. She also asked for an extra copy of the map to take home (see table 12 in Appendix K for Catherine's and her teacher's social validity ratings).

Conclusion. Although no real changes were seen in the daily rating form data, apart from the ratings for hassle 1 (People getting too close in my space), which appeared to only occur a few times during the intervention and generalization phases, Catherine and her teacher both reported less distress from hassles on the post versions of the CSQ. Hassles 2-6 occurred rarely during all the phases of the intervention (while hassle 1 occurred fairly frequently during the baseline phase), which may have made it difficult to find an effect for these hassles. The intervention may have been effective for Catherine, but further research is probably needed to further assess the effects of the intervention.

Ruby

Ruby was the second student to receive the intervention. Her hassles were "Arguments/fights with friends" (hassle 1), "Having to do things with people I don't know" (hassle 2), "Tattling" (hassle 3), "Trouble with schoolwork or homework" (hassle 4), "Hard to concentrate at school" (hassle 5), and "Not understanding work or not knowing what to do" (hassle 6).

During the baseline phase, Ruby's teacher reported several 1's and 2's, indicating that the hassles either did not come up or did not bother Ruby. However, all of the hassles apart from hassle 2 (having to do things with people I don't know) had at least a

few days where her teacher indicated that the hassle occurred and seemed to bother Ruby, and she reported more days where hassles 4 (trouble with schoolwork or homework) and 6 (not understanding work or not knowing what to do) occurred and upset Ruby. Even so, the baseline data should be interpreted cautiously as they do not appear to be completely stable.

As was noted in the methods section, Ruby's teacher forgot to collect data for a week and a half midway through the study, and only a few data points were available for hassles 4 (trouble with schoolwork or homework) and 5 (hard to concentrate at school) during phase 2. (No data were available for the other four hassles.) Ruby's teacher gave her a "2" and a "3" for hassle 4 (trouble with schoolwork or homework), indicating that the hassle came up at least once both days and bothered her a little on one of the days and not at all on the other. Ruby's teacher gave her a rating of "4" for hassle 5 (hard to concentrate at school), and indicated that Ruby had had an argument with a friend or friends which had upset her. While Ruby had been taught some strategies for ignoring distractions at school, she had not yet been taught strategies for tattling or managing conflicts at this point in the intervention. Ruby's teacher's ratings for the generalization phase were relatively stable. Her teacher reported that the hassles either did not occur during this phase or did not appear to upset Ruby. Ruby reported that hassles 1 (arguments/fights with friends), 2 (having to do things with people I don't know), 3 (tattling), and 5 (hard to concentrate at school) never occurred in any of the phases. She reported that hassle 4 (trouble with schoolwork or homework) occurred a on couple of

days during the baseline phase, but did not happen during the intervention or generalization phases. She indicated that hassle 6 (not understanding work or not knowing what to do) also occurred on two days during the baseline phase, but said that it did not bother her. Ruby's data did not seem to indicate a consistent concern for any of the hassles (see figures 1-12 in Appendix K for exact ratings).

Visual Analysis. The daily rating form data recorded by Ruby and her teacher were also visually analyzed using the procedure described in the methods section.

Level. Ruby had small decreases in teacher and student rated distress from hassles on the daily rating forms. Her teacher reported at least a slight decrease in mean distress between the baseline and generalization phases for all six hassles with larger decreases for hassles 4 (trouble with schoolwork and homework) and 6 (not understanding work or not knowing what to do). Ruby only reported decreased mean distress for hassles 4 and 6. The self-reported means for hassles 1 (arguments/fights with friends), 2 (having to do things with people I don't know), 3 (tattling), and 5 (hard to concentrate at school) were the same across phases. There was no change in median teacher or student rated distress between the baseline and generalization phases for any of the hassles (see table 4 for the means and medians reported by Ruby and her teacher).

Table 4

Ruby's self-reported and teacher reported hassle distress means, medians, and standard deviations.

		Student Reported			Teacher Reported		
		Phase 1	Phase 2	Phase 3	Phase 1	Phase 2	Phase 3
Hassle 1	Mean	1.00	-	1.00	1.36	-	1.25
	Median	1.00	-	1.00	1.00	-	1.00
	SD	0.00	-	0.00	0.92	-	0.50
Hassle 2	Mean	1.00	-	1.00	1.18	-	1.00
	Median	1.00	-	1.00	1.00	-	1.00
	SD	0.00	-	0.00	0.40	-	0.00
Hassle 3	Mean	1.00	-	1.00	1.55	-	1.25
	Median	1.00	-	1.00	1.00	-	1.00
	SD	0.00	-	0.00	1.04	-	0.50
Hassle 4	Mean	1.56	-	1.00	2.22	-	1.75
	Median	1.00	-	1.00	2.00	-	2.00
	SD	0.13	-	0.00	1.30	-	0.50
Hassle 5	Mean	1.00	-	1.00	1.80	-	1.75
	Median	1.00	-	1.00	2.00	-	2.00
	SD	0.00	-	0.00	0.63	-	0.50
Hassle 6	Mean	1.18	-	1.00	2.36	-	1.75
	Median	1.00	-	1.00	2.00	-	2.00
	SD	0.40	-	0.00	1.12	-	0.50

[a]A dash means insufficient data was available to calculate.

Trend. Based on Ruby's teacher's ratings, hassles 1, 2, 3, and 5 and relatively small slopes, which suggests that the hassles Ruby experienced were scattered fairly evenly throughout the baseline phase. She indicated stronger decreases for hassles 4 (trouble with schoolwork and homework) and 6 (not understanding work or not knowing what to do). Ruby's teacher reported that a lot of hassles came up at the end of the generalization phase, but indicated that Ruby was able to deal with them without any apparent trouble. (The ratings shifted from "1", which indicated that the hassle did not happen, to "2" which meant that the hassle occurred but did not upset Ruby.) Ruby reported very few hassles in any phase of the study, and the slopes for her ratings were mostly zero or very small. Ruby did report a slope which appears to indicate that hassle 4 (trouble with schoolwork and homework) decreased at least a little during the baseline phase (see table 5 for the slopes reported by Ruby and her teacher).

Table 5

Slopes of Ruby's teacher reported and self-reported distress from hassles

	Student Reported Slope			Teacher Reported Slope		
	Phase 1	Phase 2	Phase 3	Phase 1	Phase 2	Phase 3
Hassle 1	0.00	-	0.00	0.10	-	0.30
Hassle 2	0.00	-	0.00	-0.05	-	0.00

Hassle 3	0.00	-	0.00	0.08	-	0.30
Hassle 4	-0.18	-	0.00	-0.33	-	0.10
Hassle 5	0.00	-	0.00	-0.13	-	0.10
Hassle 6	-0.07	-	0.00	-0.17	-	0.10

Variability. Ruby's teacher indicated that hassles 1 (arguments/fights with friends), 2 (having to do things with people I don't know), and 3 (tattling) only came up occasionally during the baseline phase. She reported that hassle 2 (having to do things with people I don't know) did not bother Ruby when it did come up, and her ratings for the hassle had a lower standard deviation. Ruby's teacher indicated that hassles 4 (trouble with schoolwork or homework), 5 (hard to concentrate at school), and 6 (not understanding work or not knowing what to do) came up on more of the days when data were taken, but noted that hassle 5 (hard to concentrate at school) usually did not bother Ruby. Ruby reported that no hassles in any of the six categories occurred during the generalization phase, which resulted in standard deviations of 0. She also indicated that hassles 1 (arguments/fights with friends), 2 (having to do things with people I don't know), 3 (tattling), and 5 (hard to concentrate at school) never occurred during the baseline phase. She reported two instances for both hassle 6 (not understanding work or not knowing what to do) and hassle 4 (trouble with schoolwork or homework) (see table 15 for the standard deviations reported by Ruby and her teacher). Ruby's teacher tended

to report less variably in the generalization phase data, which indicates that the data may have been more stable for this phase.

Immediacy of Effect. For hassles 1 (arguments/fights with friends) and 3 (tattling), Ruby's teacher indicated that the hassle came up and upset Ruby one day at the end of the baseline phase (the last three data points), and did not occur during the generalization phase of the study or if they did happen, they did not bother Ruby. For hassle 2 (having to do things with people I don't know), she reported that the hassle did not come up at the end of the baseline phase or at all during the generalization phase. For hassle 4 (trouble with schoolwork or homework), Ruby's teacher noted that the hassle came up near the end of the baseline phase and during the generalization phase, but did not bother Ruby. She noted that the hassle occurred and bothered Ruby a little one day during the intervention phase of the study. She indicated that hassle 5 (hard to concentrate at school) occurred on one day during the intervention phase and bothered Ruby, but did not bother her or did not occur during the generalization phase. She indicated that the hassle only came up on one day within the last three data points of the baseline phase, and did not bother Ruby when it happened. For hassle 6 (not understanding work or not knowing what to do), Ruby's teacher reported that the hassle came up on two days at the end of the baseline phase and bothered Ruby a little one of the times. She indicated that the hassle occurred during the generalization phase, but did not bother Ruby. Ruby reported that no hassles came up during the end of the baseline phase or during the intervention or generalization phases.

Overlapping Data. Although Ruby and her teacher both gave Ruby ratings of "1" and "2" for all six hassles during the generalization phase, all of these ratings overlapped with low ratings from the baseline phase, leading to 0% non-overlapping data. This was partially because more baseline data was available than generalization phase or intervention phase data.

Pre-Measures and Post Measures. Ruby and her teacher also completed pre and post measures before and after the study. Ruby completed the Children's Stress Questionnaire (CSQ), the Multidimensional Measure of Coping (MMC), and the Questionnaire on Emotional and Social Experiences of Primary Children, First and Second Grades (FEESS 1-2), and her teacher completed the Children's Stress Questionnaire (CSQ) and the Multidimensional Measure of Coping (MMC). Both Ruby and her teacher completed the social validity measure along with the post measures.

Children's Stress Questionnaire. On the pre and post versions of the modified Children's Stress Questionnaire (CSQ), Ruby reported decreased distress for 13 hassles, indicating that they were either no longer bothering her or were no longer coming up, though 6 of the hassles changed from a 2 to a 1, which means that the hassle changed from not really bothering the student to not coming up at all. She reported slightly increased distress for one hassle (people getting too close in my space), and four other hassles changed from a 1 to a 2, indicating that they had started coming up after the pre-measure was completed, but were not particularly bothering Ruby. Ruby's teacher reported decreased distress for 28 hassles, with only two of them changing from a 2 to a

1. Her rating for one hassle changed from a 1 to a 2, but apart from that she did not indicate an increase in distress for any of the hassles (see tables 13 and 14 in Appendix K for Ruby's and her teacher's CSQ ratings).

Multidimensional Measure of Coping. On the Multidimensional Measure of Coping (MMC), Ruby reported using 22 adaptive and 9 maladaptive coping strategies on the pre-measure and 19 adaptive and 6 maladaptive strategies on the post measure. Her teacher indicated 6 adaptive and 13 maladaptive strategies on the pre-measure and 7 adaptive and 9 maladaptive strategies on the post measure. Overall profile scores and allocation scores were also calculated following the procedure described in the methods section. Both Ruby and her teacher reported that Ruby was using more adaptive coping skills relative to maladaptive coping skills after the intervention. While Ruby reported using more adaptive coping skills than maladaptive skills both before and after the intervention, her teacher indicated that she observed Ruby using more maladaptive coping skills than adaptive coping skills.

Ruby and her teacher both reported that Ruby was using fewer help-seeking coping skills after the intervention and indicated that she was using other adaptive coping skills instead. During the initial interview, Ruby's teacher reported that she would often try to get help with work before trying it on her own to see if she could do it and indicated that this was making it harder for Ruby to complete coursework. While completing the post-measure Ruby commented that she felt more capable of figuring work out on her own and said that she did not need to get help as often. Although this is

a decrease in an adaptive skill, it could still represent a beneficial change, as Ruby was initially using the skill to a degree that it was negatively impacting her (see tables 15 and 16 in Appendix K for Ruby's and her teacher's MMC ratings and total coping and profile scores).

Questionnaire on Emotional and Social Experiences of Primary School Children. On the Questionnaire on Emotional and Social Experiences of Primary School Children (FEESS 1-2), Ruby rated her classroom's climate slightly higher on the post measure. As with the other two participants, Ruby gave her classroom a very high rating for climate to begin with, which indicates that she perceives her classroom as having a very good climate. Her initial rating was 21 and her rating after the intervention was 21.5. 22 is the maximum rating on the scale.

Social Validity. Ruby's teacher reported that she did not find the coping map very helpful, though she noted that Ruby liked it. She indicated that the coping map was difficult to use and distracting to Ruby in class, and said that Ruby usually forgot to use it. However, Ruby reported that she really enjoyed using the coping map, found it helpful at school and at home, and felt that the intervention was important enough for her to miss class time. Ruby indicated that she did not want to keep adding to the map, but said this was because she liked it way that it was (see table 17 in Appendix K for Ruby's and her teacher's social validity ratings).

Conclusion. Based on the daily ratings taken by Ruby's teacher and the pre and post ratings reported by Ruby and her teacher on the CSQ, the intervention may have

been effective for Ruby. Not all of the hassles appeared to change significantly between the baseline and generalization phases, but, as with Catherine, this was mainly for hassles which occurred infrequently during the baseline phase. However, any effect should be interpreted very cautiously because of the amount of data missing from the daily ratings.

Thomas

Thomas was the third student to receive the intervention. His hassles were "Too many things to do at once" (hassle 1), "Learning things I'm not interested in" (hassle 2), "Arguments/fights with friends" (hassle 3), "Hard to concentrate or distracted" (hassle 4), "Not understanding or not doing the right directions" (hassle 5), and "Trouble with schoolwork or homework" (hassle 6).

During the baseline phase, Thomas's teacher's ratings indicate that Thomas experienced some hassles which upset him at the beginning and the end of the baseline phase, though there were some stretches in the middle of the phase where hassles either did not arise or did not bother Thomas. Because his baseline data were somewhat unstable, Thomas was given the intervention last to give the data more time to stabilize. Even so, the data should be interpreted cautiously. Thomas's teacher forgot to record data during the intervention phase, but reported that Thomas the hassles did not come up or did not bother Thomas during the generalization phase. Thomas rarely reported hassles during the baseline phase, so although his data were fairly stable, it indicated that there were few concerns, which was surprising given the number of hassles he reported on the CSQ. Thomas did report a few instances where hassle 3 (arguments/fights with

friends) occurred and bothered him during the baseline phase. He gave all the hassles during the generalization phase ratings of "1s" or "2s", indicating that any hassles which occurred did not bother him (see figures 1-12 in Appendix K for exact ratings).

Visual Analysis. The daily rating form data recorded by Thomas and his teacher were visually analyzed using the procedure described in the methods section.

Level. Overall, the daily rating form data do not appear to show differences across phases. Thomas's mean student and teacher rated distress from hassles did appear to decrease for many of the hassles, but only to a slight degree which could be due to random variability. The mean distress went slightly up for one student rated hassle and one teacher rated hassle as well, which further indicates that the changes seen in the means are not meaningful (see table 6 for the means reported by Thomas and his teacher). The median data show a similar pattern- some of median ratings for student rated distress show a slight decrease, but others are unchanged, and one slightly increased. All of the teacher rated medians are unchanged between the different phases, except for hassle 1 (Too many things to do at once) where the median dropped from a "2" to a "1" (see table 6 for the medians reported by Thomas and his teacher). Because of the week and a half during which Thomas's teacher forgot to collect data, means and medians could not be calculated for the intervention phase.

Table 6

Thomas's self-reported and teacher reported hassle distress means, medians, and standard deviations.

		Student Reported			Teacher Reported		
		Phase 1	Phase 2	Phase 3	Phase 1	Phase 2	Phase 3
Hassle 1	Mean	1.00	-	1.25	2.09	-	1.25
	Median	1.00	-	1.00	2.00	-	1.00
	SD	0.00	-	0.50	1.22	-	0.50
Hassle 2	Mean	1.45	-	1.25	1.45	-	1.00
	Median	1.00	-	1.00	1.00	-	1.00
	SD	0.52	-	0.50	0.69	-	0.00
Hassle 3	Mean	1.73	-	1.00	1.82	-	1.25
	Median	1.00	-	1.00	1.00	-	1.00
	SD	1.35	-	0.00	1.33	-	0.50
Hassle 4	Mean	1.18	-	1.50	2.45	-	2.00
	Median	1.00	-	1.50	2.00	-	2.00
	SD	0.40	-	0.58	1.21	-	0.00
Hassle 5	Mean	1.55	-	1.50	2.00	-	2.00
	Median	2.00	-	1.50	2.00	-	2.00
	SD	0.52	-	0.58	0.89	-	0.00
Hassle 6	Mean	1.64	-	1.00	1.81	-	1.75
	Median	2.00	-	1.00	2.00	-	2.00
	SD	0.50	-	0.00	0.75	-	0.50

[a]A dash means insufficient data was available to calculate.

Trend. Thomas's teacher's baseline ratings for hassles 1 (too many things to do at once), 5 (not understanding or not doing the right directions), and 6 (trouble with schoolwork or homework) seemed to show decreasing trends, while hassles 2, 3, and 4 all had slopes which were close to zero. Similar to her ratings for Ruby, Thomas's teacher indicated that more instances of hassles 1 (too many things to do at once), 3 (arguments/fights with friends), and 6 (trouble with schoolwork or homework) came up later in the generalization phase, but reported that Thomas handled them without any apparent trouble. (The ratings shifted from 1s, which indicated that the hassle did not come up to 2s, which imply that the hassle occurred, but did not bother Thomas.) Thomas indicated that the hassles which occurred during the baseline phase were scattered fairly evenly throughout the baseline phase, and the slopes for his ratings were all zero or close to zero. Thomas's ratings for hassles 4 (hard to concentrate or distracted) and 5 (not understanding or not doing the right directions) appear to indicate sharper decreases during the generalization phase, but this is just the ratings shifting from 2s which mean that the hassle occurred and did not bother him to 1s, which correspond to days where the hassle did not come up at all (see table 7 for the slopes reported by Thomas and his

teacher).

Table 7

Slopes of Thomas's teacher and self- reported distress from hassles

	Student Reported Slope			Teacher Reported Slope		
	Phase 1	Phase 2	Phase 3	Phase 1	Phase 2	Phase 3
Hassle 1	0.00	-	-0.10	-0.24	-	0.30
Hassle 2	-0.06	-	-0.10	-0.11	-	0.00
Hassle 3	0.04	-	0.00	0.01	-	0.30
Hassle 4	0.08	-	-0.40	-0.05	-	0.00
Hassle 5	-0.07	-	-0.40	-0.22	-	0.00
Hassle 6	0.02	-	0.00	-0.16	-	0.30

Variability. Thomas's ratings for most of the hassles had relatively low standard deviations, most likely because he reported few hassles in all the phases of the study. He reported a few upsetting instances of hassle 3 (arguments/fights with friends) during the baseline, which led to this hassle having a higher standard deviation during the baseline phase. Thomas's teacher reported more instances where hassles came up and were upsetting to Thomas during the baseline phase, but also indicated several days where the hassles did not come up or did not bother Thomas. Thus, her baseline ratings had higher standard deviations, indicating more variability. During the generalization phase of the study, she indicated that the hassles either did not come up or did not bother Thomas when they did. The corresponding standard deviations were lower than those calculated

from the baseline phase and data for the generalization phase appeared to be relatively stable (see table 6 for the standard deviations reported by Thomas and his teacher).

Immediacy of Effect. When comparing the last three data points of the baseline phase and first three data points of the generalization phase, Thomas had slightly more hassles during the end of the baseline phase, based on student ratings, for hassle 3 (arguments/fights with friends). According to teacher ratings, he had slightly more hassles during the end of the baseline phase for hassles 1 (too many things to do at once), 3 (arguments/fights with friends), and 4 (hard to concentrate or distracted). Although both student and teacher reported hassles were low right at the start of the generalization phase, they were also low for much of the baseline phase.

Overlapping Data. Based on both Thomas's ratings and his teacher's ratings, Thomas either had no hassles or experienced hassles which did not bother him during the generalization phase. However, all of these ratings overlapped with low ratings from the baseline phase, leading to 0% non-overlapping data. This was partially because more baseline data was available than generalization phase data.

Pre-Measures and Post Measures. Thomas and his teacher also completed pre and post measures before and after the study. Thomas completed the Children's Stress Questionnaire (CSQ), the Multidimensional Measure of Coping (MMC), and the Questionnaire on Emotional and Social Experiences of Primary Children, First and Second Grades (FEESS 1-2), and his teacher completed the Children's Stress Questionnaire (CSQ) and the Multidimensional Measure of Coping (MMC). Both

Thomas and his teacher completed the social validity measure along with the post measures. Although there appeared to be no effect present in the daily data, some positive effects emerged in the pre and post measure data.

Children's Stress Questionnaire. On the modified version of the Children's Stress Questionnaire (CSQ) used for this study, Thomas reported that some of the hassles which had been bothering him previously (friends in bad moods, arguments/fights with friends, kids not following the rules during a game, and too many things to do at once) were either no longer coming up (rated as 1) or were not upsetting him (rated as 2). A few hassles shifted from a one to a two, indicating that the hassles had started to come up when they had not come up before the study, but that Thomas had not been bothered by them. One hassle which was not targeted by the intervention (something important broken or lost) moved from a one to a three. On the teacher version of the Children's Stress Questionnaire, no particular tend was observed. His teacher reported that 12 hassles were bothering him more than they had before, 11 hassles were bothering him less than before, and 16 hassles were given the same rating on both questionnaires (see tables 18 and 19 in Appendix K for Thomas's and his teacher's CSQ ratings).

Multidimensional Measure of Coping. On the Multidimensional Measure of Coping (MMC), both Thomas and his teacher reported that Thomas was using more adaptive and fewer maladaptive coping strategies. Thomas reported using 13 adaptive strategies and 2 maladaptive strategies on the pre-measure, and 18 adaptive and 1 maladaptive strategy on the post-measure. Thomas's teacher reported 5 adaptive and 15

maladaptive strategies on the post measure, and 8 adaptive and 10 maladaptive coping strategies on the post-measure, though she indicated that one of the adaptive strategies was only used rarely.

Allocation and profile scores were calculated were calculated using the procedure described in the methods section. There was some fluctuation in scores between the pre and post ratings, but overall, both Thomas and his teacher reported that Thomas was using a higher percent of adaptive strategies after the intervention. Thomas's overall student and teacher rated profile scores increased after the intervention, further indicating that Thomas was using more adaptive coping skills relative to maladaptive coping skills after the intervention. Thomas reported using fewer comfort-seeking coping skills and more strategizing and commitment coping skills after the intervention, while his teacher reported that she had noticed him using more help-seeking and comfort-seeking coping skills (see tables 20 and 21 for Thomas's and his teacher's MMC ratings and total profile and allocation scores).

Questionnaire on Emotional and Social Experiences of Primary Children. On the Questionnaire on Emotional and Social Experiences of Primary Children, First and Second Grades (FEESS 1-2), Thomas reported almost no changes in classroom climate between the pre and post measures. His post rating for class climate was 22 (the maximum score) while his pre-rating for class climate was 21. The only change was that he indicated "yes" for "we understand one another well" on the post measure while he

rated “no” for this item on the pre-measure. Thomas reported a very positive class climate on both the pre and post measures.

Social Validity. On the social validity rating form, Thomas’s teacher reported that he did not usually use the coping map to deal with hassles in the classroom and needed a lot of reminders. She indicated that the map was unwieldy to use, and did not particularly help him manage hassles at school or at home, though she reported Thomas liked using the map and earning rewards. She also indicated that she felt learning to better manage hassles was at least somewhat important for Thomas. Thomas, on the other hand, reported that the map was easy to use and somewhat helpful for managing daily hassles at school, though he did not use it at home. He also indicated that he felt it was very important to learn how to deal with hassles at school, that he really enjoyed using the map and earning rewards, and that he would like to keep adding to his coping map (see table 22 for Thomas’s and his teacher’s social validity ratings).

Conclusion. Although Thomas did report some improvement of a few of the post measures, such as the CSQ, there does not appear to be enough evidence to conclude that the intervention had a significant effect. Thomas’s teacher reported equivalent trouble from hassles on both the pre and post versions of the CSQ, and the data from the daily ratings forms do not appear to show a significant change between phases of the study.

Discussion

Both Catherine and her teacher reported far fewer hassles on the post measures of the CSQ, and distress from one hassle appeared to decrease on the daily rating form data as well. Catherine reported that one of the target hassles, "People getting too close in my space," was bothering her slightly more on the post measure than it had on the pre-measure, but her teacher reported that this hassle was bothering her far less (her rating dropped from a "5" to a "1"). The data reported by both Catherine and her teacher on the daily rating forms also indicated that this hassle had only occurred a few times during the intervention and generalization phases. Catherine mentioned that this hassle had come up again recently while she was filling out the post-measures, and it may have been on her mind while she was filling out the questionnaire.

Catherine did indicate using slightly fewer adaptive strategies after the intervention, but she also reported was using far fewer maladaptive coping strategies, which indicates that she was using fewer strategies in general. It could be that she had found which adaptive strategies were most effective for her, and was focusing on those. One of the two maladaptive strategies she reported using may also have been adaptive the way Catherine interpreted it. She indicated that she is "always thinking about it afterwards", when something bad happens at school (such as doing badly on a test), but commented that in these situations she was practicing doing it the right way. Catherine's teacher also reported that Catherine was using a large number of adaptive coping strategies after the intervention.

The data from the daily rating forms for Ruby could suggest a decrease in distress from hassles. Her teacher's ratings for hassle 1 had a positive slope, but this appears to be because of one high rating right at the end of the baseline phase. However, there was a lot of overlapping and missing data, and these findings should be interpreted very cautiously.

On the MMC, Ruby indicated a slight decrease in the number of adaptive coping strategies she was using between the pre and post measures. All three of the adaptive strategies which were no longer indicated on the post measure related to seeking help on assignments from teachers. During the initial interview, Ruby's teacher reported that Ruby would often try to get help from her before trying the work herself and seeing if she could complete it independently to a degree which seemed to be impacting her learning. Part of the intervention was focused on helping Ruby develop alternate strategies for completing difficult assignments and only seeking out teacher help when she really needed it. Her teacher's ratings also suggest that Ruby was utilizing other strategies instead of seeking teacher help. As with Thomas, Ruby's teacher reported that she was using more maladaptive than adaptive coping skills both before and after the intervention, though the overall ratio had decreased, and Ruby may have needed more time to continue practicing the adaptive coping skills.

Both Thomas and his teacher reported that he was using more adaptive and fewer maladaptive coping strategies after the intervention, and Thomas indicated that he was experiencing less distress from hassles on the post-questionnaire. However, his teacher

still reported that Thomas was using more maladaptive strategies than adaptive strategies. This could indicate that three intervention sessions were not enough and Thomas may have needed more support to continue developing adaptive coping strategies. It was concerning that the teacher reported distress went up for some hassles on the post questionnaire went up, but teacher reported distress went down for nearly as many, and the majority were unchanged. The second questionnaire was completed near the end of the school year right before the class was about to begin RISE testing, and it could simply be that different types of hassles were coming up and different things had started bothering Thomas. Thomas was also the last participant to receive the intervention, and may have needed more time to practice using the new coping skills he had learned.

The student participants all reported a slight increase in their perception of their classrooms' climate after the intervention. All three of the students indicated that they felt their classrooms had very good climates to begin with, which meant that there was not much room for their ratings to improve on the post measures. More research is needed to determine whether a stronger effect would be seen with students with lower initial perceptions of classroom climate or if their ratings would show a different pattern.

Thomas, Ruby, and Catherine all indicated that they enjoyed the intervention and found it very helpful, but their teacher's perceptions were more mixed. Catherine's teacher seemed to have a positive perception of the intervention, but Thomas and Ruby's teacher appeared to find it frustrating. This could have been because Catherine's teacher was only doing the intervention with one student and Thomas and Ruby's teacher was

overwhelmed trying to use the intervention with two students at once. Or it may have simply been incompatible with her teaching style or the way her classroom was set up. Catherine was also the first student to receive the intervention and had more time to practice using the coping map before her teacher completed the social validity questionnaire.

Ruby's teacher reported that the intervention was not very helpful for Ruby on the social validity questionnaire, but her ratings on the daily rating forms and the CSQ indicate that Ruby was experiencing less distress from hassles during the coping map phase and after the intervention was complete. She also reported on the MMC that Ruby was utilizing more adaptive coping skills in her classroom and was more willing to attempt work independently before seeking help. It could be that Ruby's distress from hassles did not decrease as much as her teacher had expected or that Ruby needed more support using the coping map than her teacher had expected. Either way, if this intervention is used in the future, it would probably be a good idea to either simplify the coping map or use a different generalization tool altogether.

Limitations

Although target hassles were selected based on the results of the pre-measure CSQ, the students and teachers reported that several of the hassles occurred infrequently (or not at all) during the baseline phase, which made it difficult to find an effect on the daily rating forms. There appeared to be more of an effect on hassles which came up frequently during the baseline phase. Even individuals with good coping skills will be

upset by hassles from time to time, and a floor effect may have occurred for many of the hassles measured in the study.

A stronger relation was seen in the pre and post measures, particularly Catherine's and Ruby's, but this must be interpreted cautiously for a variety of reasons. Pre and post ratings in this type of study are subject to a variety of threats to validity, such as history, maturation, statistical regression, and testing. (Kratochwill et al., 2010) They may also be more subject to teacher and student bias. The study also had a lot of missing data, which made it a little more difficult to interpret the results.

Future Research

In future studies, the researchers could consider taking steps to reduce the burden on teachers, such as collecting ratings less frequently (such as every other day rather than every day) and/or combining hassles into broader categories. Using broader categories may also prevent the possible floor effect which was seen for many of the hassles.

Further studies investigating the connection (if any) between classroom climate and daily hassles could provide more information about the effect of reducing hassles for student with lower perceptions of classroom climate.

Conclusion

While this study provided a little evidence that teaching coping skills targeted to specific hassles experienced by students is helpful for lowering distress from hassles and

increasing coping at school, the relation was mixed. More evidence is needed to further determine the effectiveness of this type of intervention.

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APPENDICES

Appendix A. Modified Children's Stress Questionnaire

Student: _____ Teacher: _____ Date: _____

PRE-POST directions: There are things that happen every day at school that are easy to handle and there are others that are hassles. Hassles are things that happen almost every day but can bother, upset or annoy students. Everyone is different so different things bothers people. We are interested in finding out what upsets or bothers you during a school day.

You will read a sentence about things that happens at school. Circle the number that best fits what has happened to you since you have joined this class and how it made you feel. Use this number scale to describe what happens to you.

1=

2=

3=

4=

5=

Then you will answer yes or no to this question: Does this happen to you 2 or more times a week. For example, does homework happen to you 2 or more times a week? Yes! Does a field trip happen 2 or more times a week? No!

Let's practice

	 This didn't happen to me	 It happened to me but it didn't matter	 It made me a (little) bit upset	 It made me quite upset	 It made me VERY upset.	This happens to me 2 or more times a week.
Getting up late for school	1	2	3	4	5	Yes No
Having pizza for lunch	1	2	3	4	5	Yes No

Turn to the next page. I will read this out loud while you circle 1 through 5 on your paper.

Pervasive Hassles Beyond Normal Control	 This didn't happen to me	 It happened to me but it didn't matter	 It made me a (little) bit upset	 It made me quite upset	 It made me VERY upset.	This happens 2 or more times a day.
Friends in bad moods	1	2	3	4	5	Yes No
Arguments/fights with friends	1	2	3	4	5	Yes No
People don't pay enough attention to me	1	2	3	4	5	Yes No
Getting too close into my space	1	2	3	4	5	Yes No
No-one listens to me	1	2	3	4	5	Yes No
No-one takes me seriously	1	2	3	4	5	Yes No
Have to do things with people I don't know	1	2	3	4	5	Yes No
Kids at school make fun of me	1	2	3	4	5	Yes No
Kids at school threaten me	1	2	3	4	5	Yes No
Kids at school ignore me	1	2	3	4	5	Yes No
Not enough time to have fun	1	2	3	4	5	Yes No
Something important broken or lost	1	2	3	4	5	Yes No
Too many things to do at the one time	1	2	3	4	5	Yes No
Find it hard to make friends	1	2	3	4	5	Yes No
Friends want me to be just like them	1	2	3	4	5	Yes No
Tattling	1	2	3	4	5	Yes No
Taking my stuff without asking	1	2	3	4	5	Yes No
Kids not listening and using my ideas too	1	2	3	4	5	Yes No
Kids not following the rules during a game	1	2	3	4	5	Yes No

Kids not sharing	1	2	3	4	5	Yes No
Kids won't let me play	1	2	3	4	5	Yes No
Kids being mean to me	1	2	3	4	5	Yes No
Kids being bossy	1	2	3	4	5	Yes No
Someone saying they don't want to be my friend anymore	1	2	3	4	5	Yes No
Kids not sharing	1	2	3	4	5	Yes No
Kids hassle me about the way I look	1	2	3	4	5	Yes No

Problems in the School Environment

Schoolwork too hard	1	2	3	4	5	Yes No
Do not do as well as others at school	1	2	3	4	5	Yes No
Teachers don't listen to me	1	2	3	4	5	Yes No
In trouble a lot at school	1	2	3	4	5	Yes No
Learn things I am not interested in	1	2	3	4	5	Yes No
Teachers go too fast to understand	1	2	3	4	5	Yes No
Too much homework	1	2	3	4	5	Yes No
Hard to concentrate at school	1	2	3	4	5	Yes No
Did badly on work or test	1	2	3	4	5	Yes No
Forgetting to do or turn in homework	1	2	3	4	5	Yes No
Hard to do neat work	1	2	3	4	5	Yes No
Others distract me when trying to work	1	2	3	4	5	Yes No
Not understanding or doing the right directions	1	2	3	4	5	Yes No
Not finishing work on time	1	2	3	4	5	Yes No

Appendix B. Daily Hassle Rating Form

Student Version

Name _____ Date _____

	 This didn't happen to me today	 It happened to me today but it didn't matter	 It happened today and made me a (little) bit upset	 It happened today and made me quite upset	 It happened today and made me VERY upset.	How many times did it happen today?
1.	1	2	3	4	5	
2.	1	2	3	4	5	
3.	1	2	3	4	5	
4.	1	2	3	4	5	
5.	1	2	3	4	5	
6.	1	2	3	4	5	

Teacher Version

Student Name _____ Date _____

Teacher _____

	 This didn't happen to the student today	 It happened to the student today but it didn't seem to bother them	 It happened today and the student seemed a little upset	 It happened today and the student seemed quite upset	 It happened today and the student seemed VERY upset.	How many times did it happen today?
1.	1	2	3	4	5	
2.	1	2	3	4	5	
3.	1	2	3	4	5	
4.	1	2	3	4	5	
5.	1	2	3	4	5	
6.	1	2	3	4	5	

Appendix C. Multidimensional Measure of Coping

Adaptive Coping

1. *Strategizing*:

When something bad happens to me in school (like not doing well on a test or not being able to answer an important question),

I try to figure out what I did wrong so that it won't happen again.

I try to see what I did wrong. I think about some way to keep this from happening again.

I try to figure out how to do better next time.

I think of some things that will help me next time.

2. *Help-seeking*:

When I have trouble with a subject in school,

I ask for some help with understanding the material.

I get some help to understand the material better.

I ask the teacher to go over it with me.

I ask the teacher to explain what I didn't understand.

I get some help on the parts I didn't understand.

3. *Comfort-seeking*:

When something bad happens to me in school (like not doing well on a test or not being able to answer an important question),

I talk about it with someone who will make me feel better.

I spend time with someone who will cheer me up.

I talk about it with someone I'm close to.

I discuss it with someone who will help me feel better about it.

I talk with someone who will keep me from feeling bad about it.

4. *Self-encouragement*

When I run into a problem on an important test,

I think about the times I did it right.

I tell myself it's not so bad to make a mistake.

I tell myself I'll do better next time.

I tell myself I'll have another chance.

I tell myself it'll be okay.

5. *Commitment*

When I have difficulty learning something, I think about all the reasons it's important to me. I remind myself that it's worth it to me in the long run.

I remind myself that this is important in reaching my own goals.

I remind myself that it's something that I really want to do.

I think about how this is important for my own personal goals.

Maladaptive Coping

6. *Confusion*:

When I run into a problem on an important test,

I'm not sure what to do next.

I can't remember what to do.

My mind goes blank.

I get all confused.

It's difficult for me to think.

7. *Escape:*

When something bad happens to me in school (like not doing well on a test or not being able to answer an important question),

I quit thinking about it.

I tell myself it's not such a big deal.

I tell myself it didn't matter.

I say it wasn't important.

I say I didn't care about it.

8. *Concealment*:

When something bad happens to me in school (like not doing well on a test or not being able to answer an important question),

I try to keep people from finding out.

I make sure nobody finds out.

I try to hide it.

I don't tell anyone about it.

I don't let anybody know about it.

9. *Self-pity*:

When something bad happens to me in school (like not doing well on a test or not being able to answer an important question),

I think about all the times this happens to me.

I say, "This always happens to me."

I ask myself, "Why is this always happening to me?"

I say "Here we go again."

I can't believe this is always happening to me.

10. *Rumination*:

When something bad happens to me in school (like not doing well on a test or not being able to answer an important question),

I just can't stop thinking about it.

I keep thinking about it over and over.

I think about it all the time.

I'm always thinking about it afterwards.

I can't get it out of my head.

11. *Projection*:

When I run into a problem on an important test,

I say it was the teacher's fault.

I say the teacher didn't tell us the right thing to study.

I say the teacher isn't fair.

I say the test was too hard.

I say the test was not fair.

Appendix D. Questionnaires on Emotional and Social Experiences of Primary School Children, First and Second Grades

Classroom Climate:

*1. The children in my class tend to laugh at pupils who are different.

2. We are all good friends.

3. We stick together in the class.

*4. We make fun of some of the other children.

*5. Children who are different experience difficulties in our class.

*6 Some pupils amuse themselves at the expense of others.

*7. Not all the children are allowed to join in.

8. All the children are allowed to play along.

9. We help each other.

*10. We tease and annoy one another.

11. We understand one another well.

Social Integration:

*27. Only a few of my classmates show that they like me.

28. My classmates help me when there is something I am not able to do.

29. My classmates are kind to me.

30. The others listen when I talk.

31. I feel good in my class.

32. I get along well with the other children in class.

33. My classmates comfort me if I am upset.

*34. The other children often laugh at me.

35. I am involved in play and joint activities in the school yard.

*36. I have few friends in class.

*37. Others seek to argue with me

(*) items are reverse scored.

Appendix E. What Was It Like?

We are very interested in learning your ideas about the My Coping Map program that you are now finishing. Below are some sentences. You may or may not believe a sentence is true for you. Read each sentence, then please circle the number that describes how much you believe the sentence is true or not true for you. Use the following guide:

5 = Very true for me

4 = Mostly true for me

3 = Somewhat true for me

2 = Very little true for me

1 = Not at all true for me

	Not true at all for me				Very true for me
Learning new ways to handle school hassles was important enough to take class time.	1	2	3	4	5
Coping Maps and earning points was easy to use.	1	2	3	4	5
I used My Coping Map most of the time to deal with a hassle.	1	2	3	4	5
I liked using the Coping Map	1	2	3	4	5

I liked earning rewards when first using the coping map.	1	2	3	4	5
Coping maps helped me do better at school and with my friends.	1	2	3	4	5
Coping Map helped me handle other hassles or at home	1	2	3	4	5
I want to keep adding more ideas to My Coping Map for me to use.	1	2	3	4	5
What would make the Coping Map Program better for you? What would you change?					

Appendix F. Teacher Nomination Form

Common School Issues Addressed in a Research Program:

There are many situations during a school day that can cause stress. Student responses to stress interferes with academic s when a student has limited coping and emotional regulation skills to quickly reduce stress and engage in school activities. Unmanaged frustrations or stress turns common everyday school demands into problematic daily hassles that can disrupt classroom learning.

What student may benefit from our research:

We are interested in identifying those students who are more distressed and/or are more worried than other children his or her age. Distress responses that may require learning new coping are: avoiding work; needing constant reassurance; being frustrated or angry; crying; difficulty concentrating; edginess; fatigue; and stomach aches.

Program goal:

We are conducting a study with children who would benefit from improvement in a training program designed to teach and support children a number of different ways of handling emotions and solving problems that help him or her feel less distressed. We are especially working on ways to handle everyday school hassles or demands.

Process and timing information for teachers:

After obtaining parent permission to participate in a study investigating this training program, these students would work with graduate student researchers, under the supervision of Dr. Maryellen McClain Verdoes (School Psychology associate professor at Utah State University).

Week 1: We would also meet with teachers to discuss specific problems experienced in the classroom before the training for about 10 minutes.

Week 2 and 3: Students will receive training with researchers for 3 to 4 sessions for about 30 minutes within about a 2 week time period. We will work closely with each student's teacher to determine when we can meet with students so that they do not miss school work.

Week 4 to 5: After the training, we will work with teacher to show then what student learned and to help prompt and praise students for using skills taught in the program.

Please mark the box below, write your initials and grade if you have a student who may benefit from this study and I will contact you to about the student.

Thank you,

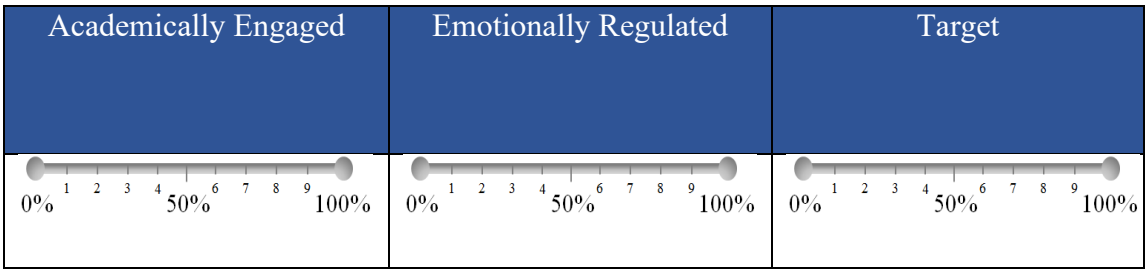
Appendix G. Brief Teacher Functional Assessment Interview

Student ID: _____ Date: _____

Thank you for taking the time to meet with me. My goal is for me to start getting a better understanding about what may help the child. Today I would like to ask you some questions about your concerns about the child.

First, what are the specific problems with his/her distress that interferes with classroom performance that concerns you? What does the child do when he or she is distressed?

About how many times a day does this occur? What would you estimate on these scales?



Relative to other student in your class, is this student doing fine (yes) or (no)?

_____ Confidence and positive statements/beliefs about self

_____ Social skills

_____ Problem solving skills

_____ Emotional regulation

_____ Coping skills

_____ Social support

What happens before worrying behaviors occurs? Are you aware of anything that appears to cause the student to worry? What things seem to set him or her off?

What happens when the student exhibits problem behavior? What do you, other adults, or peers typically do?

Is there anything that he/she seems to want to avoid so that he or she does not experience the distress?

Let me ask about what behaviors are expected or some goals. What would you like to see the child do instead of the problem behavior?

Appendix H. Coping Map


?
6
?
4
?
2

Appendix I. Mystery Motivator to Increase Skills

Student: _____ Teacher: _____

Week: _____

Here are some steps for helping students in your class practice their coping skills. Circle each day you complete the step on the form below.

1. Make sure you place the chart in a location where you can easily record student performance each day. It's a good idea to display the chart somewhere where the student can see it to help remind them of the skills and so they can see how they are doing.
2. Prompt the student to use the skills and remind him or her that they have the chance to earn points towards a reward for staying engaged, following rules, and using coping skills to handle stress. It's a good idea to prompt at the beginning of each school day, before activities where the student typically has trouble with the hassles, and any other times that you think would be helpful.

   Prompts given (circle for yes): Monday Tuesday Wednesday Thursday Friday

3. Observe how the student does. You should pay particularly close attention to activities where the student typically has trouble.

Watched for coping skills (circle for yes): Monday Tuesday Wednesday Thursday Friday

4. Praise the student when you see him or her using the coping skills or managing distress from the hassles effectively. If the student does not use the coping skills, encourage him or her and remind the student to use the skills effectively.

Provided feedback (circle for yes): Monday Tuesday Wednesday Thursday Friday

5. When the student does well, award him or her points and let the student know how many points they earned. Once the student has _____ points, allow him or her to choose a card from the mystery motivator box and earn one of the six possible prizes:

Prize 1. _____ Prize 2. _____

Prize 3. _____ Prize 4. _____

Prize 5. _____ Prize 6. __"Good Job" Note_____

Awarded points (circle for yes): Monday Tuesday Wednesday Thursday Friday

Awarded prizes (circle for yes): Monday Tuesday Wednesday Thursday Friday

*Students will not need to be given prizes every day

Appendix J. Sample Lesson Outline/Checklist

Greet Students/Introduce Lesson: (1 Minute)

Review Last Week's Lesson/Homework: (5 Minutes)

Last Week's Hassle: _____

- Review the coping skills from last week:

  _____

  _____

- Make sure students have the prerequisite skills for today's lesson:

  _____

  _____

- Troubleshoot Homework and Award Points:

  _____

- _____

New Coping Skills:

This Week's Hassle: _____

- Coping Skills to be learned this week:

  Skill A: _____

  Steps:

  1.

2.

3.

4.

5.

Skill B: _____

Steps:

1.

2.

3.

4.

5.

Skill C: _____

Steps:

1.

2.

3.

4.

5.

\Main Lesson: (12 Minutes)

- Learning Game:

  _____

_____

- This Week's Story:

  _____

- Model Examples:

  _____

  _____

- Model Non-Examples:

  _____

  _____

<u>Role Play:</u> (10 Minutes)

Students practice choosing and applying appropriate coping skills in their small groups and receive feedback and support from the small group leaders until each student demonstrates 3 100% correct demonstrations of the skill.

1.

_____

2.

_____

3.

_____

<u>Homework:</u> (2 Minutes)

_____

_____

_____

<u>Add New Coping Skills to the Map and Say Goodbye:</u>

Appendix K. Figures and Additional Tables

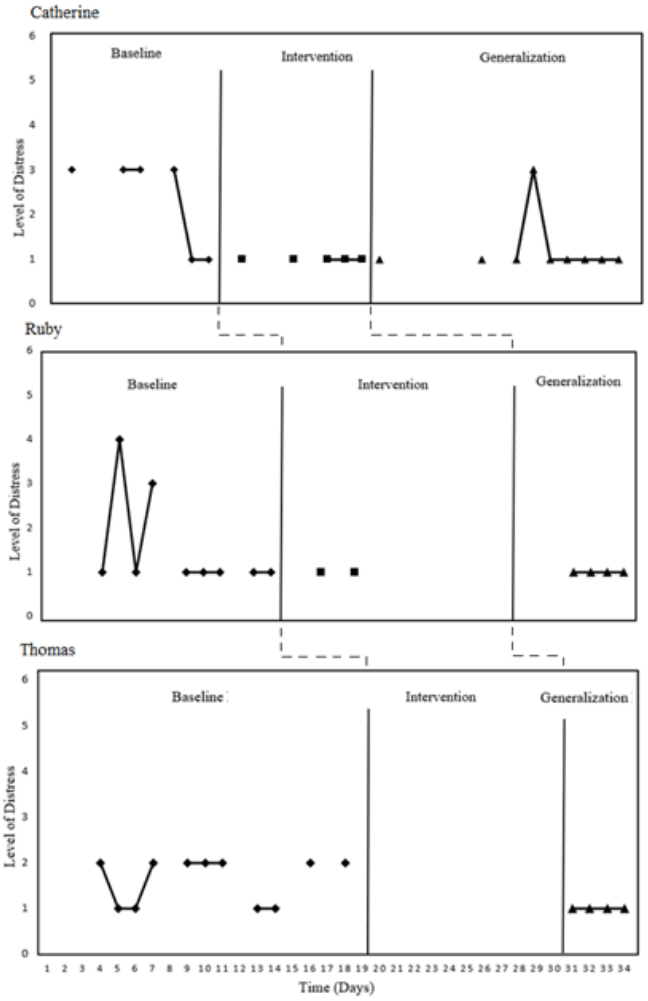


Figure 1. Catherine's, Ruby's, and Thomas's self-reported daily rating data for Hassles 1 (People getting too close in my space), 4 (Trouble with schoolwork or homework), and 6 (Trouble with schoolwork or homework), respectively. Ratings of "1" mean that the hassle did not happen, ratings of "2" mean that the hassle occurred but did not bother them, ratings of "3" mean the hassle bothered them a little, ratings of "4" mean the hassle bothered them quite a bit, and ratings of "5" mean the hassle bothered them a lot.

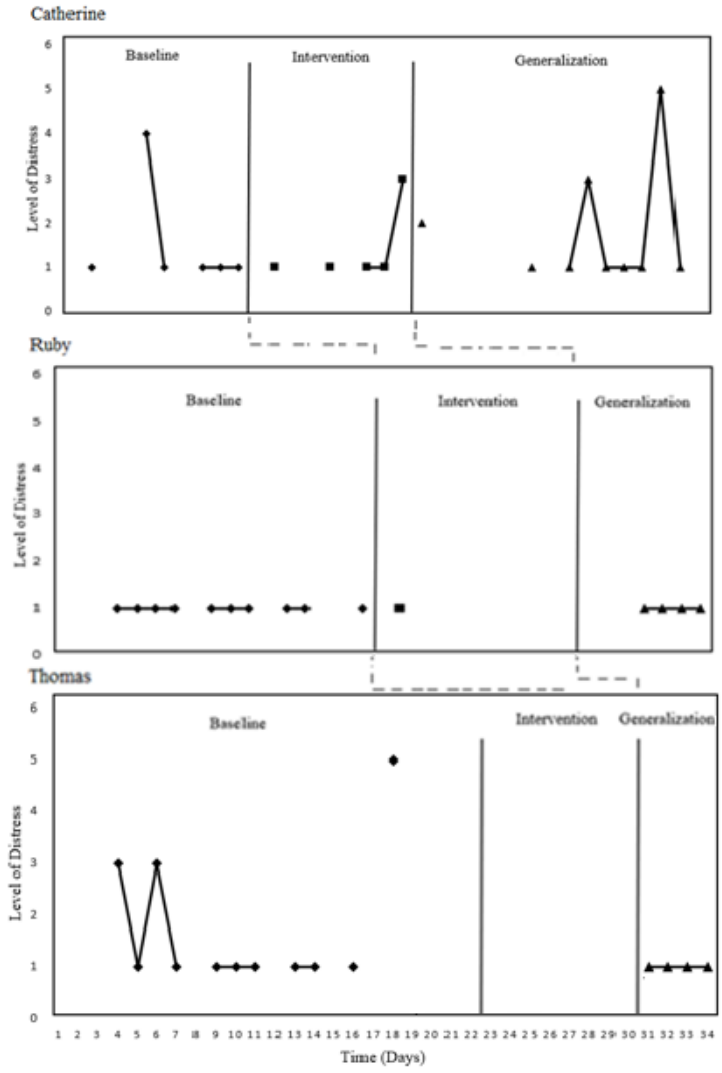


Figure 2. Catherine's, Ruby's, and Thomas's self-reported daily rating data for Hassles 5 (Arguments/fights with friends), 1 (Arguments/fights with friends), and 3 (Arguments/fights with friends), respectively. Ratings of "1" mean that the hassle did not happen, ratings of "2" mean that the hassle occurred but did not bother them, ratings of "3" mean the hassle bothered them a little, ratings of "4" mean the hassle bothered them quite a bit, and ratings of "5" mean the hassle bothered them a lot.

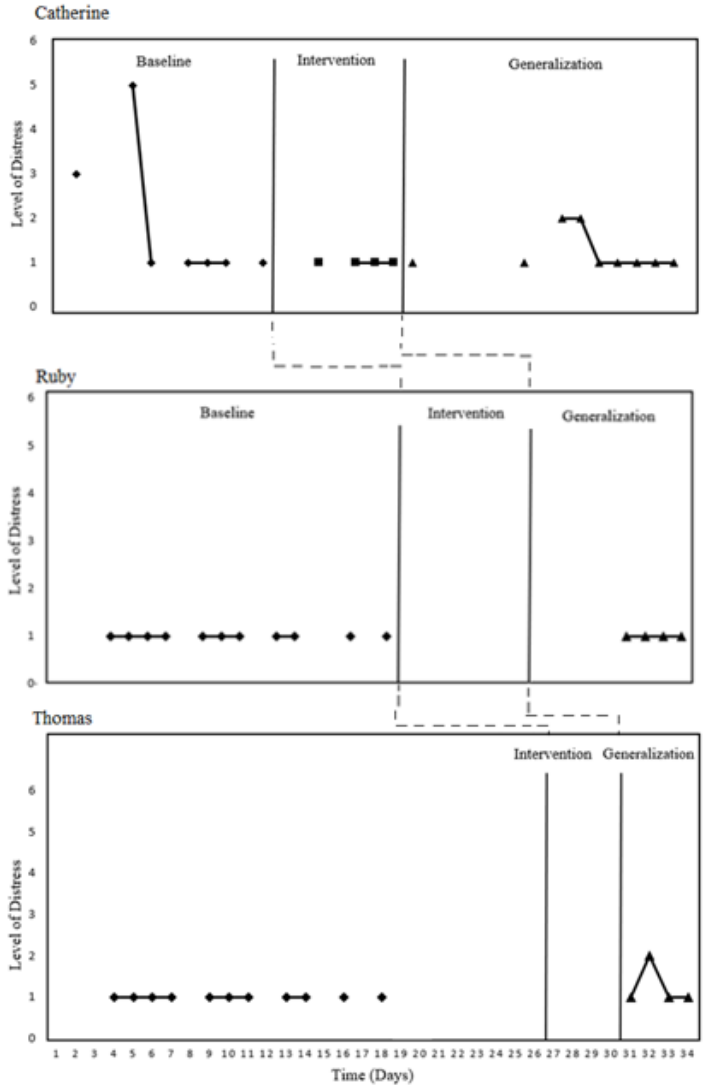


Figure 3. Catherine's, Ruby's, and Thomas's self-reported daily rating data for Hassles 2 (People don't pay enough attention to me), 2 (Having to do things with people I don't know), and 1 (Too many things to do at once), respectively. Ratings of "1" mean that the hassle did not happen, ratings of "2" mean that the hassle occurred but did not bother them, ratings of "3" mean the hassle bothered them a little, ratings of "4" mean the hassle bothered them quite a bit, and ratings of "5" mean the hassle bothered them a lot.

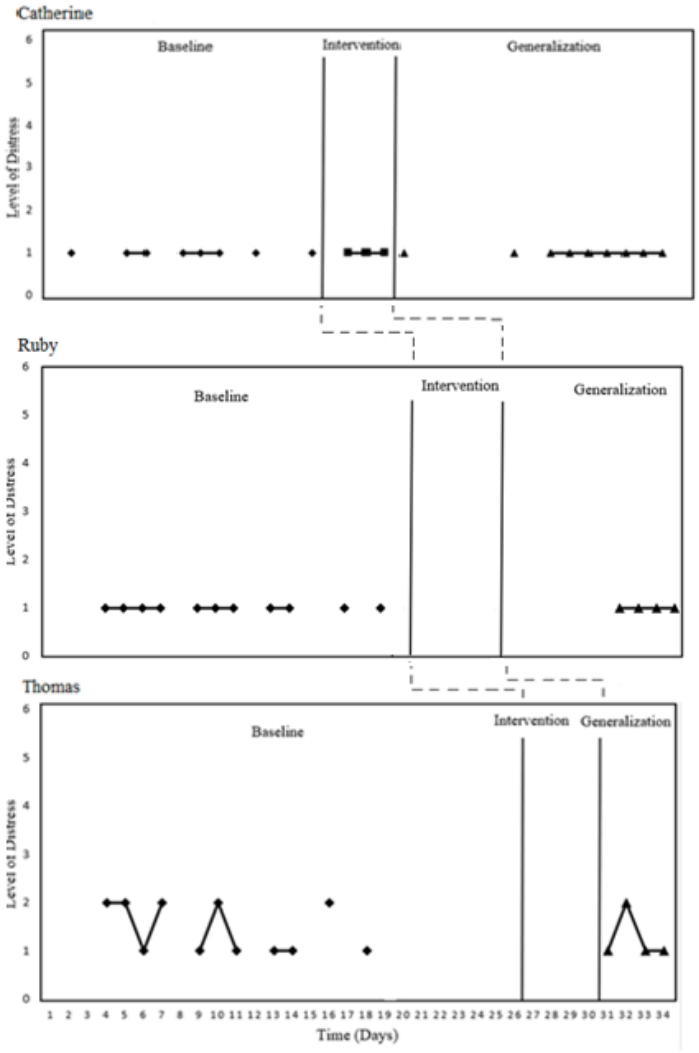


Figure 4. Catherine's, Ruby's, and Thomas's self-reported daily rating data for hassles 6 (Friends tattling or pressuring me), 3 (Tattling), and 2 (Learning things I'm not interested in), respectively. Ratings of "1" mean that the hassle did not happen, ratings of "2" mean that the hassle occurred but did not bother them, ratings of "3" mean the hassle bothered them a little, ratings of "4" mean the hassle bothered them quite a bit, and ratings of "5" mean the hassle bothered them a lot.

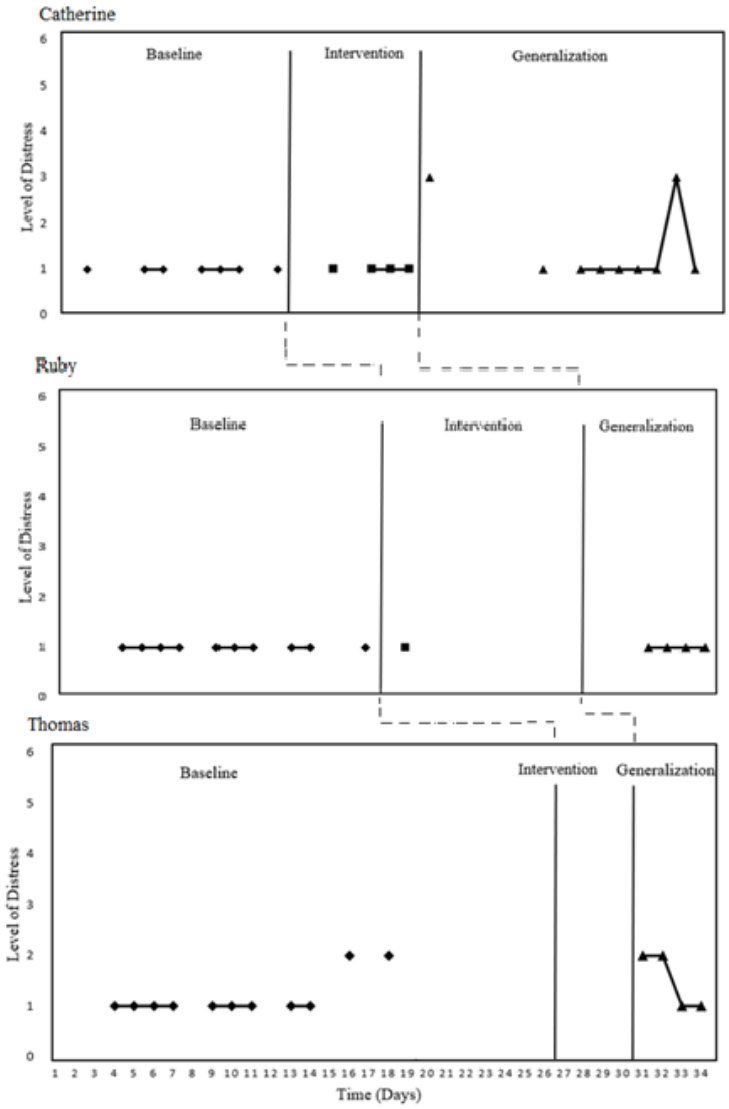


Figure 5. Catherine's, Ruby's, and Thomas's self-reported daily rating data for Hassles 3 (People don't include me), 5 (Hard to concentrate at school), and 4 (Hard to concentrate or distracted), respectively. Ratings of "1" mean that the hassle did not happen, ratings of "2" mean that the hassle occurred but did not bother them, ratings of "3" mean the hassle bothered them a little, ratings of "4" mean the hassle bothered them quite a bit, and ratings of "5" mean the hassle bothered them a lot.

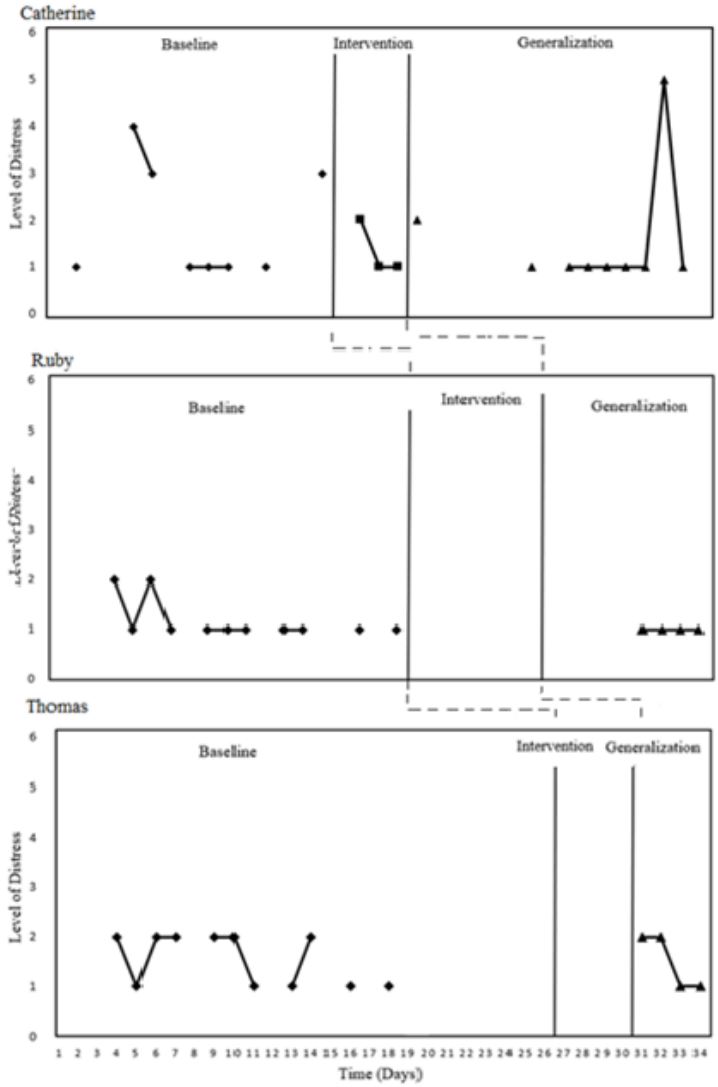


Figure 6. Catherine's, Ruby's, and Thomas's self-reported daily rating data for Hassles 4 (Friends in bad moods), 6 (Not understanding work or knowing what to do), and 5 (Not understanding or not doing the right directions), respectively. Ratings of "1" mean that the hassle did not happen, ratings of "2" mean that the hassle occurred but did not bother them, ratings of "3" mean the hassle bothered them a little, ratings of "4" mean the hassle bothered them quite a bit, and ratings of "5" mean the hassle bothered them a lot.

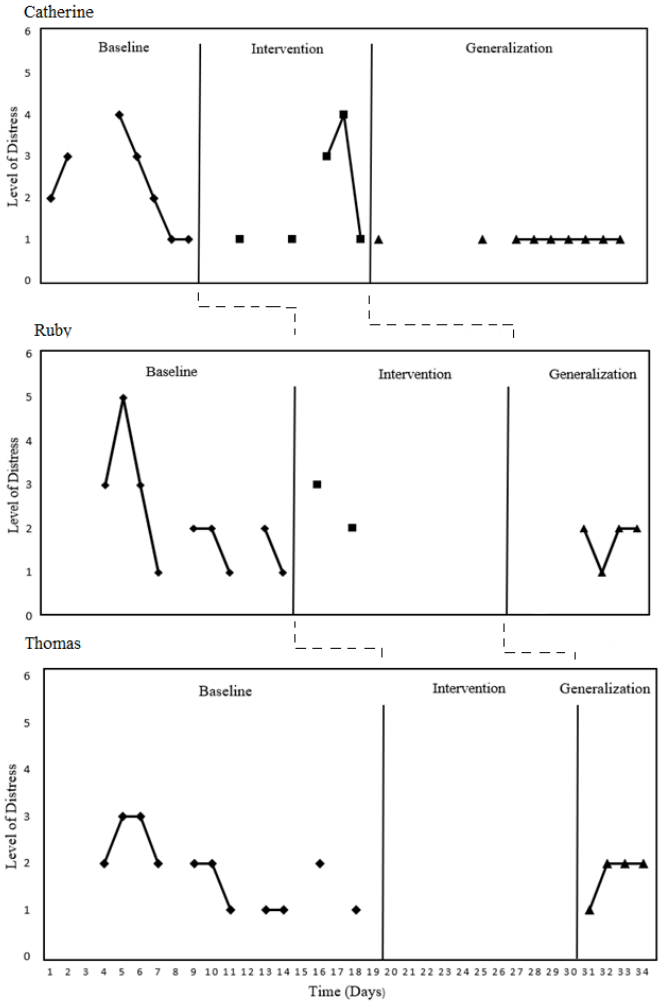


Figure 7. Catherine's, Ruby's, and Thomas's teacher reported daily rating data for Hassles 1 (People getting too close in my space), 4 (Trouble with schoolwork or homework), and 6 (Trouble with schoolwork or homework), respectively. Ratings of "1" mean that the hassle did not happen, ratings of "2" mean that the hassle occurred but did not bother them, ratings of "3" mean the hassle bothered them a little, ratings of "4" mean the hassle bothered them quite a bit, and ratings of "5" mean the hassle bothered them a lot.

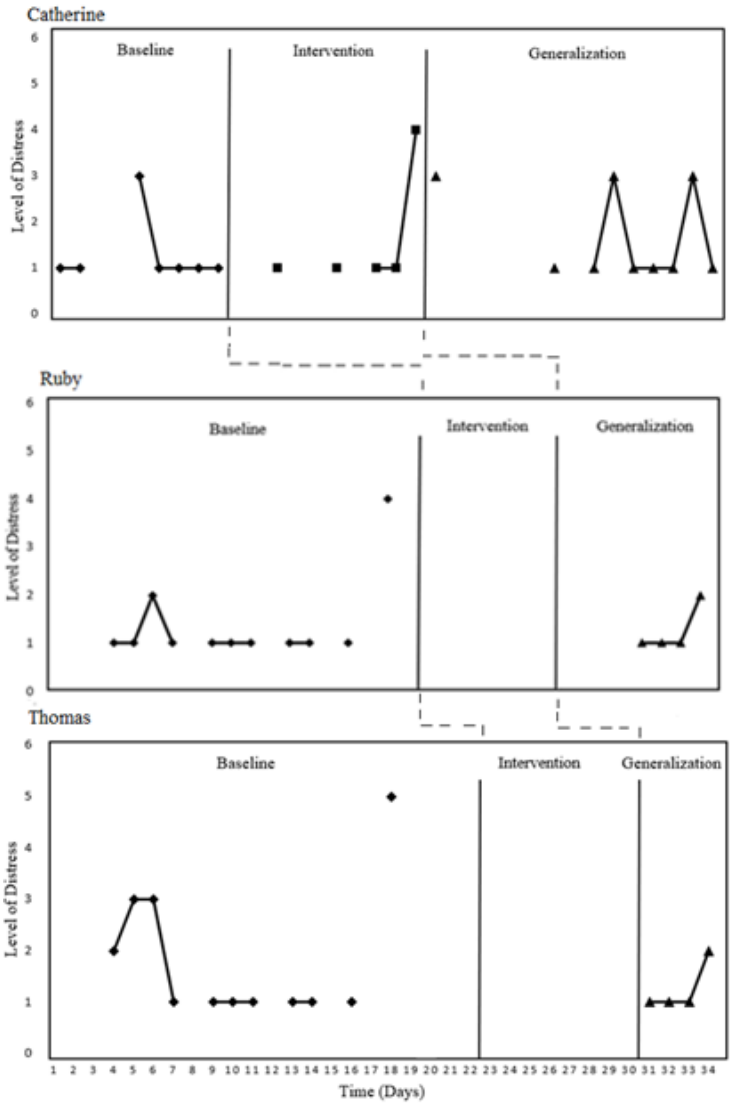


Figure 8. Catherine's, Ruby's, and Thomas's teacher reported daily rating data for Hassles 5 (Arguments/fights with friends), 1 (Arguments/fights with friends), and 3 (Arguments/fights with friends), respectively. Ratings of "1" mean that the hassle did not happen, ratings of "2" mean that the hassle occurred but did not bother them, ratings of "3" mean the hassle bothered them a little, ratings of "4" mean the hassle bothered them quite a bit, and ratings of "5" mean the hassle bothered them a lot.

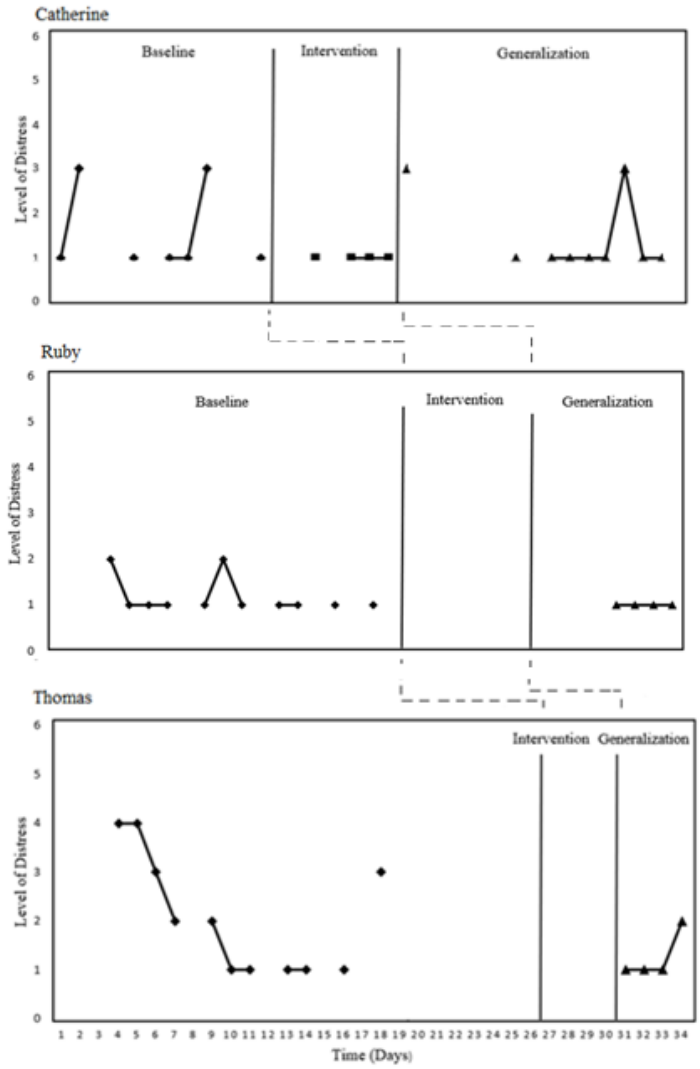


Figure 9. Catherine's, Ruby's, and Thomas's teacher reported daily rating data for Hassles 2 (People don't pay enough attention to me), 2 (Having to do things with people I don't know), and 1 (Too many things to do at once), respectively. Ratings of "1" mean that the hassle did not happen, ratings of "2" mean that the hassle occurred but did not bother them, ratings of "3" mean the hassle bothered them a little, ratings of "4" mean the hassle bothered them quite a bit, and ratings of "5" mean the hassle bothered them a lot.

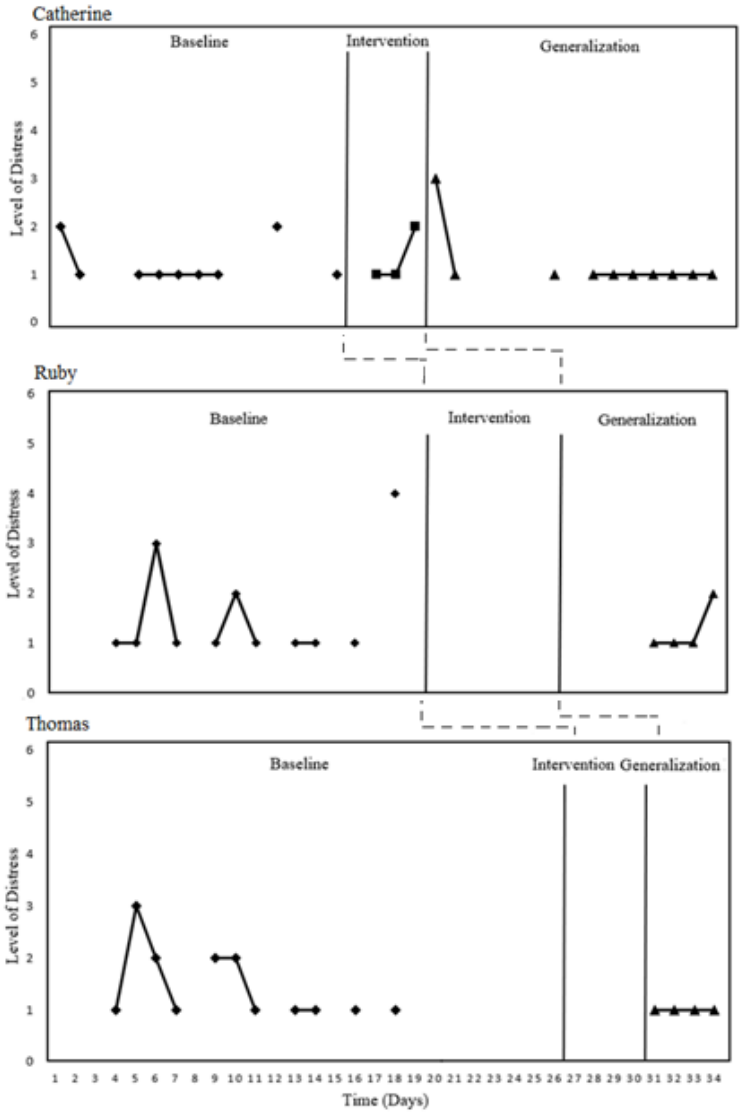


Figure 10. Catherine's, Ruby's, and Thomas's teacher reported daily rating data for hassles 6 (Friends tattling or pressuring me), 3 (Tattling), and 2 (Learning things I'm not interested in) respectively. Ratings of "1" mean that the hassle did not happen, ratings of "2" mean that the hassle occurred but did not bother them, ratings of "3" mean the hassle bothered them a little, ratings of "4" mean the hassle bothered them quite a bit, and ratings of "5" mean the hassle bothered them a lot.

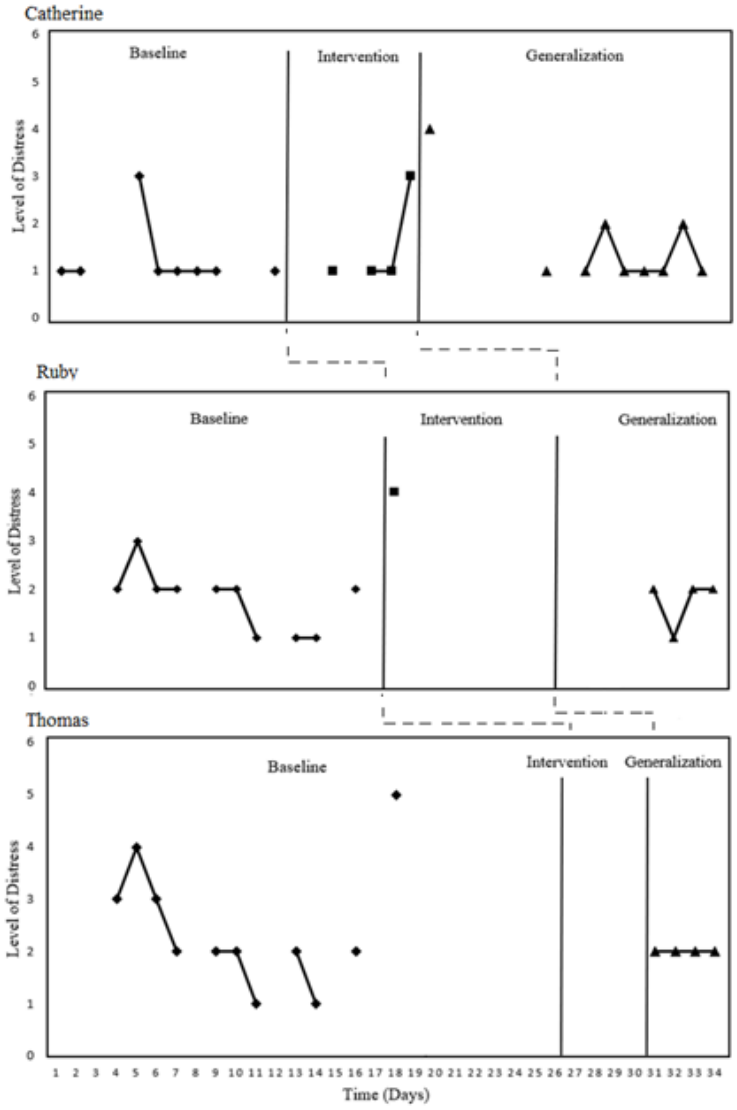


Figure 11. Catherine's, Ruby's, and Thomas's teacher reported daily rating data for Hassles 3 (People don't include me), 5 (Hard to concentrate at school), and 4 (Hard to concentrate or distracted), respectively. Ratings of "1" mean that the hassle did not happen, ratings of "2" mean that the hassle occurred but did not bother them, ratings of "3" mean the hassle bothered them a little, ratings of "4" mean the hassle bothered them quite a bit, and ratings of "5" mean the hassle bothered them a lot.

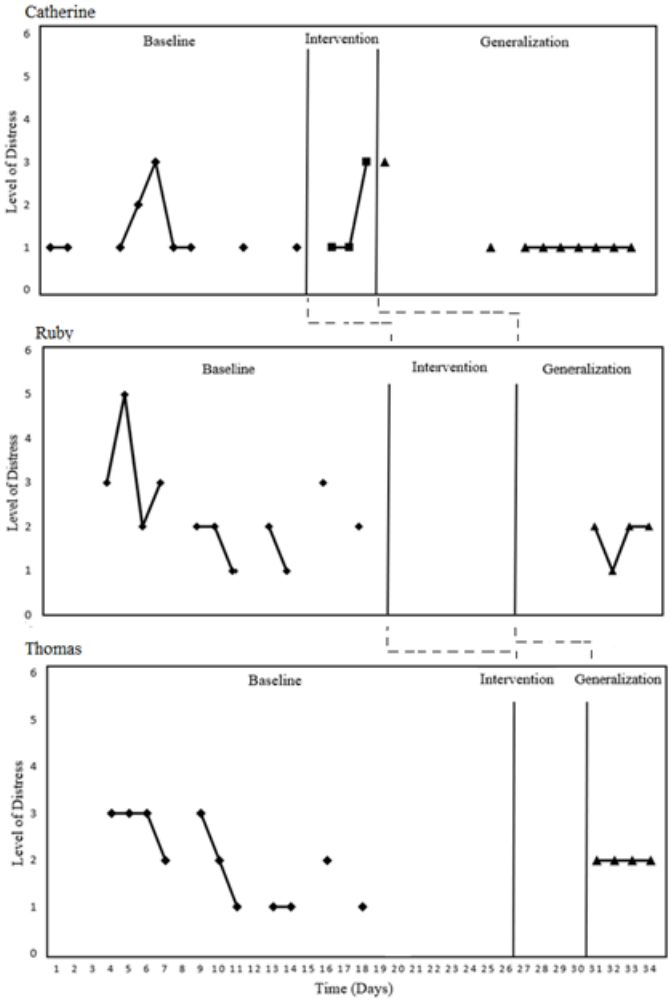


Figure 12. Catherine's, Ruby's, and Thomas's teacher reported daily rating data for Hassles 4 (Friends in bad moods), 6 (Not understanding work or knowing what to do), and 5 (Not understanding or not doing the right directions), respectively. Ratings of "1" mean that the hassle did not happen, ratings of "2" mean that the hassle occurred but did not bother them, ratings of "3" mean the hassle bothered them a little, ratings of "4" mean the hassle bothered them quite a bit, and ratings of "5" mean the hassle bothered them a lot.

Table 8

Catherine's self-reported hassles from the Children's Stress Questionnaire

Hassle	Level of Distress		More than x2 Per Day	
	Pre-Measure	Post-Measure	Pre-Measure	Post-Measure
Friends in bad moods	3	1	Y	N
Arguments/fights with friends	4	1	N	N
People don't pay enough attention to me	4	3	Y	N
Getting too close in my space	3	4	Y	N
No-one listens to me	2.5	1	Y	N
No-one takes me seriously	1	2	N	N
Have to do things with people I don't know	2	1	-	N
Kids at school make fun of me	1	1	N	N
Kids at school threaten me	2	1	-	N
Kids at school ignore me	2	1	-	N

Not enough time to have fun	1	1	N	N
Something important broken or lost	1	1	N	N
Too many things to do at one time	1	1	N	N
Find it hard to make friends	2	1	-	N
Friends want me to be just like them	3	1	Y	N
Tattling	3	1	Y	N
Taking my stuff without asking	2	1	-	N
Kids not listening and using my ideas too	3		N	N
Kids not following the rules during a game	3	3	Y	N
Kids not sharing	3	1	N	N
Kids won't let me play	1	1	N	N
Kids being mean to me	2	1	-	N
Kids being bossy	3	1	-	N

Someone saying they don't want to be my friend anymore	5	1	N	N
Kids not sharing	1	1	N	N
Kids hassle me about the way I look	1	1	N	N
Schoolwork too hard	1	1	N	N
Do not do as well as others at school	1	1	N	N
Teachers don't listen to me	1	1	N	N
In trouble a lot at school	1	1	N	N
Learn things I'm not interested in	1	1	N	N
Teachers go too fast to understand	1	1	N	N
Too much homework	1	1	N	N
Hard to concentrate at school	1	1	N	N
Did badly on work or a test	2	4	-	N
Forgetting to do or turn in homework	1	1	N	N

Hard to do neat work	1	1	N	N
Others distract me while I'm trying to work	3	3	Y	N
Not understanding or doing the right directions	1	1	N	N
Not finishing work on time	1	1	N	N

[a]A dash represents information which was missing from the rating form. Data on how frequently the hassles occurred were not always collected for hassles rated as "2", since the hassles were not upsetting the student.

Table 9

Catherine's teacher reported hassles from the Children's Stress Questionnaire

Hassle	Level of Distress		More than x2 Per Day	
	Pre-Measure	Post Measure	Pre-Measure	Post Measure
Friends in bad moods	3	3	Y	N
Arguments/fights with friends	3	1	N	N

People don't pay enough attention to me	3	1	N	N
Getting too close in my space	5	1	Y	N
No-one listens to me	3	3	N	N
No-one takes me seriously	4	1	N	N
Have to do things with people I don't know	2	1	N	N
Kids at school make fun of me	1	1	N	N
Kids at school threaten me	1	1	N	N
Kids at school ignore me	3	1	Y	N
Not enough time to have fun	3	1	Y	N
Something important broken or lost	5	1	N	N
Too many things to do at one time	2	2	Y	N
Find it hard to make friends	2	3	N	N

Friends want me to be just like them	3	1	N	N
Tattling	1	1	N	N
Taking my stuff without asking	3	1	N	N
Kids not listening and using my ideas too	5	3	N	Y
Kids not following the rules during a game	1	3	N	N
Kids not sharing	2	1	Y	N
Kids won't let me play	2	1	N	N
Kids being mean to me	1	1	N	N
Kids being bossy	2	1	Y	N
Someone saying they don't want to be my friend anymore	5	3	N	N
Kids not sharing	2	1	Y	N
Kids hassle me about the way I look	1	1	N	N
Schoolwork too hard	1	1	N	N

Do not do as well as others at school	1	1	N	N
Teachers don't listen to me	1	1	N	N
In trouble a lot at school	1	1	N	N
Learn things I'm not interested in	1	1	N	N
Teachers go too fast to understand	1	1	N	N
Too much homework	1	1	N	N
Hard to concentrate at school	2	1	Y	N
Did badly on work or a test	3	1	N	N
Forgetting to do or turn in homework	1	1	N	N
Hard to do neat work	1	1	N	N
Others distract me while I'm trying to work	3	1	Y	N
Not understanding or doing the right directions	1	1	N	N
Not finishing work on time	1	1	N	N

[a]An asterisk represents information which was missing from the rating form. Data on how frequently the hassles occurred were not always collected for hassles rated as "2", since the hassles were not upsetting the student.

Table 10

Catherine's teacher reported and self-reported coping skills and total coping profile scores from the Multidimensional Measure of Coping.

	Student Report		Teacher Report	
	Pre-Measure	Post Measure	Pre-Measure	Post Measure
Total Coping Profile Score	1.45	1.45	-	1.36
Adaptive Coping Skills	21	18	-	23
Maladaptive Coping Skills	5	2	-	8

Note. Higher total coping profile scores indicate more adaptive coping skills relative to maladaptive coping skills.

[a]An dash indicates missing data.

Table 11

Catherine's student and teacher rated coping profile scores

	Student Rating		Teacher Rating	
	Pre-Measure	Post Measure	Pre-Measure	Post Measure
Adaptive	**80.77%**	**90.00%**	**-**	**74.19%**
Strategizing	15.38%	15.00%	-	12.90%
Help-seeking	15.38%	25.00%	-	16.13%
Comfort-seeking	19.23%	20.00%	-	16.13%
Self-encouragement	15.38%	25.00%	-	16.13%
Commitment	15.38%	5.00%	-	12.90%
Maladaptive	**19.23%**	**10.00%**	**-**	**25.81%**
Confusion	7.69%	0.00%	-	9.68%
Escape	0.00%	0.00%	-	3.23%
Concealment	0.00%	0.00%	-	0.00%
Self-Pity	0.00%	0.00%	-	6.45%
Rumination	11.54%	10.00%	-	6.45%
Projection	0.00%	0.00%	-	0.00%

[a]A dash indicates missing data.

Table 12

Catherine's and her teacher's social validity ratings

	Student	Teacher
Learning new ways to handle school hassles was important enough to take class time.	5	4
Coping Maps and earning points was easy to use.	5	4
I used My Coping Map most of the time to deal with a hassle.	5	2
I liked using the Coping Map.	5	3
I liked earning rewards when first using the coping map.	5	4
Coping maps helped me do better at school and with my friends.	5	3
Coping Map helped me handle other hassles or at home.	5	-
I want to keep adding more ideas to My Coping Map for me to use.	5	4

Note. Higher ratings indicate a better perception of the coping map intervention.

Table 13

Ruby's self-reported hassles from the Children's Stress Questionnaire

Hassle	Level of Distress		More than x2 Per Day	
	Pre-Measure	Post Measure	Pre-Measure	Post Measure
Friends in bad moods	4	2	N	N
Arguments/fights with friends	5	1	N	N
People don't pay enough attention to me	1	1	N	N
Getting too close in my space	2	3	-	N
No-one listens to me	1	2	N	N
No-one takes me seriously	1	2	N	N
Have to do things with people I don't know	5	1	N	N
Kids at school make fun of me	1	1	N	N
Kids at school threaten me	1	1	N	N
Kids at school ignore me	1	1	N	N

Not enough time to have fun	1	1	N	N
Something important broken or lost	2	1	N	N
Too many things to do at one time	2	2	-	-
Find it hard to make friends	1	1	N	N
Friends want me to be just like them	1	1	N	N
Tattling	5	2	N	-
Taking my stuff without asking	5	1	N	N
Kids not listening and using my ideas too	1	1	N	N
Kids not following the rules during a game	2	1	-	N
Kids not sharing	4	1	N	N
Kids won’t let me play	1	1	N	N
Kids being mean to me	1	1	N	N
Kids being bossy	2	1	-	N

Someone saying they don't want to be my friend anymore	1	1	N	N
Kids hassle me about the way I look	1	1	N	N
Schoolwork too hard	2	1	-	N
Do not do as well as others at school	1	1	N	N
Teachers don't listen to me	1	1	N	N
In trouble a lot at school	1	1	N	N
Learn things I'm not interested in	1	1	N	N
Teachers go too fast to understand	1	1	N	N
Too much homework	1	2	N	N
Hard to concentrate at school	1	1	N	N
Did badly on work or a test	3	1	N	N
Forgetting to do or turn in homework	2	1	N	N
Hard to do neat work	2	1	-	N

Others distract me while I'm trying to work	1	2	N	-
Not understanding or doing the right directions	1	1	N	N
Not finishing work on time	1	1	N	N

[a]An dash represents information which was missing from the rating form. Data on how frequently the hassles occurred were not always collected for hassles rated as "2", since the hassles were not upsetting the student.

Table 14

Ruby's teacher reported hassles from the Children's Stress Questionnaire

Hassle	Level of Distress		More than x2 Per Day	
	Pre-Measure	Post Measure	Pre-Measure	Post Measure
Friends in bad moods	5	3	N	N
Arguments/fights with friends	5	4	N	N
People don't pay enough attention to me	4	2	Y	N

Getting too close in my space	1	2	N	N
No-one listens to me	3	1	N	N
No-one takes me seriously	4	1	N	N
Have to do things with people I don't know	4	2	N	Y
Kids at school make fun of me	2	1	N	N
Kids at school threaten me	1	1	N	N
Kids at school ignore me	5	2	N	N
Not enough time to have fun	5	3	N	Y
Something important broken or lost	4	1	N	N
Too many things to do at one time	5	4	Y	Y
Find it hard to make friends	1	1	N	N
Friends want me to be just like them	4	2	N	N
Tattling	3	2	N	Y

Taking my stuff without asking	1	1	N	N
Kids not listening and using my ideas too	4	1	N	Y
Kids not following the rules during a game	5	4	-	N
Kids not sharing	3	3	-	N
Kids won't let me play	5	3	-	N
Kids being mean to me	5	2	-	N
Kids being bossy	5	2	-	N
Someone saying they don't want to be my friend anymore	5	4	-	N
Kids not sharing	4	2	-	N
Kids hassle me about the way I look	3	1	-	N
Schoolwork too hard	5	5	-	Y
Do not do as well as others at school	5	4	-	Y
Teachers don't listen to me	3	1	-	N
In trouble a lot at school	2	1	-	N

Learn things I'm not interested in	3	3	-	Y
Teachers go too fast to understand	5	4	Y	Y
Too much homework	5	3	-	Y
Hard to concentrate at school	5	2	-	Y
Did badly on work or a test	4	4	-	Y
Forgetting to do or turn in homework	5	-	N	Y
Hard to do neat work	2	2	-	Y
Others distract me while I'm trying to work	2	-	-	Y
Not understanding or doing the right directions	4	4	-	Y
Not finishing work on time	4	3	-	Y

[a]A dash represents information which was missing from the rating form. Data on how frequently the hassles occurred were not always collected for hassles rated as "2", since the hassles were not upsetting the student.

Table 15

Ruby's teacher reported and self-reported coping skills and total coping profile scores from the Multidimensional Measure of Coping.

	Student Report		Teacher Report	
	Pre-Measure	Post Measure	Pre-Measure	Post Measure
Total Coping Profile Score	1.18	1.18	-0.64	-0.27
Adaptive Coping Skills	22	19	6	7
Maladaptive Coping Skills	9	6	13	10

Note. Higher total coping profile scores indicate more adaptive coping skills relative to maladaptive coping skills.

Table 16

Ruby's self and teacher rated coping profile scores.

	Student Rating		Teacher Rating	
	Pre-Measure	Post Measure	Pre-Measure	Post Measure
Adaptive	**70.97%**	**76.00%**	**31.58%**	**41.18%**
Strategizing	6.45%	12.00%	5.26%	5.88%

Help-seeking	16.13%	8.00%	15.79%	5.88%
Comfort-seeking	16.13%	16.00%	0.00%	17.65%
Self-encouragement	16.13%	20.00%	5.56%	5.88%
Commitment	16.13%	20.00%	5.56%	5.88%
Maladaptive	**29.03%**	**24.00%**	**68.42%**	**58.82%**
Confusion	3.23%	0.00%	26.32%	5.88%
Escape	16.13%	16.00%	10.53%	11.76%
Concealment	9.68%	4.00%	15.79%	17.65%
Self-Pity	0.00%	4.00%	5.26%	5.88%
Rumination	0.00%	0.00%	5.26%	5.88%
Projection	0.00%	0.00%	5.26%	11.76%

Table 17

Ruby's and her teacher's social validity ratings

	Student	Teacher
Learning new ways to handle school hassles was important enough to take class time.	5	2

Coping Maps and earning points was easy to use.	5	2
I used My Coping Map most of the time to deal with a hassle.	5	1
I liked using the Coping Map.	5	5
I liked earning rewards when first using the coping map.	5	5
Coping maps helped me do better at school and with my friends.	5	2
Coping Map helped me handle other hassles or at home.	5	1
I want to keep adding more ideas to My Coping Map for me to use.	1	1

Note. Higher ratings indicate a better perception of the coping map intervention.

Table 18

Thomas's self-reported hassles from the Children's Stress Questionnaire

Hassle	Level of Distress		More than x2 Per Day	
	Pre-Measure	Post Measure	Pre-Measure	Post Measure

Friends in bad moods	3	1	N	N
Arguments/fights with friends	4	1	Y	N
People don't pay enough attention to me	1	1	N	N
Getting too close in my space	1	1	N	N
No-one listens to me	1	1	N	N
No-one takes me seriously	1	1	N	N
Have to do things with people I don't know	2	1	-	N
Kids at school make fun of me	1	1	N	N
Kids at school threaten me	1	1	N	N
Kids at school ignore me	1	1	N	N
Not enough time to have fun	1	2	N	N
Something important broken or lost	1	3	N	N
Too many things to do at one time	3	2	N	Y

Find it hard to make friends	1	1	N	N
Friends want me to be just like them	2	1	-	N
Tattling	1	2	N	Y
Taking my stuff without asking	1	1	N	N
Kids not listening and using my ideas too	2	1	-	N
Kids not following the rules during a game	3	2	N	N
Kids not sharing	1	1	N	N
Kids won’t let me play	1	1	N	N
Kids being mean to me	2	1	-	N
Kids being bossy	3	3	Y	N
Someone saying they don’t want to be my friend anymore	2	2	-	N
Kids not sharing	1	1	N	N
Kids hassle me about the way I look	1	1	N	N

Schoolwork too hard	2	2	-	N
Do not do as well as others at school	1	1	N	N
Teachers don't listen to me	1	1	N	N
In trouble a lot at school	1	2	N	N
Learn things I'm not interested in	3	1	N	N
Teachers go too fast to understand	1	2	N	Y
Too much homework	2	1	-	N
Hard to concentrate at school	2	2	-	N
Did badly on work or a test	1	1	N	N
Forgetting to do or turn in homework	2	1	-	N
Hard to do neat work	1	1	N	N
Others distract me while I'm trying to work	2	2	-	N
Not understanding or doing the right directions	1	1	N	N
Not finishing work on time	2	1	-	N

[a]A dash represents information which was missing from the rating form. Data on how frequently the hassles occurred were not always collected for hassles rated as "2", since the hassles were not upsetting the student.

Table 19

Thomas's teacher reported hassles from the Children's Stress Questionnaire

Hassle	Level of Distress		More than x2 Per Day	
	Pre-Measure	Post Measure	Pre-Measure	Post Measure
Friends in bad moods	4	3	N	Y
Arguments/fights with friends	4	4	N	N
People don't pay enough attention to me	1	3	N	-
Getting too close in my space	1	1	N	N
No-one listens to me	1	2	N	-
No-one takes me seriously	2	2	N	-
Have to do things with people I don't know	3	2	N	-

Kids at school make fun of me	5	5	N	-
Kids at school threaten me	1	1	N	N
Kids at school ignore me	1	1	N	N
Not enough time to have fun	3	2	N	-
Something important broken or lost	5	1	N	N
Too many things to do at one time	5	4	Y	-
Find it hard to make friends	1	1	N	N
Friends want me to be just like them	1	1	N	N
Tattling	4	3	-	-
Taking my stuff without asking	1	1	N	N
Kids not listening and using my ideas too	1	2	N	N
Kids not following the rules during a game	3	3	N	N

Kids not sharing	2	3	N	N
Kids won't let me play	1	4	N	N
Kids being mean to me	3	5	N	N
Kids being bossy	4	5	N	N
Someone saying they don't want to be my friend anymore	1	5	N	N
Kids not sharing	1	2	N	N
Kids hassle me about the way I look	3	4	N	N
Schoolwork too hard	5	5	Y	Y
Do not do as well as others at school	4	4	Y	Y
Teachers don't listen to me	3	2	N	N
In trouble a lot at school	2	2	Y	N
Learn things I'm not interested in	4	4	Y	Y
Teachers go too fast to understand	5	5	Y	Y
Too much homework	5	5	Y	Y

Hard to concentrate at school	5	4	Y	Y
Did badly on work or a test	5	4	Y	Y
Forgetting to do or turn in homework	5	3	Y	Y
Hard to do neat work	3	4	Y	Y
Others distract me while I'm trying to work	5	-	Y	Y
Not understanding or doing the right directions	5	4	Y	Y
Not finishing work on time	2	5	Y	Y

[a]A dash represents information which was missing from the rating form. Data on how frequently the hassles occurred were not always collected for hassles rated as "2", since the hassles were not upsetting the student.

Table 20

Thomas's teacher reported and self- reported coping skills and total coping profile scores from the Multidimensional Measure of Coping.

	Student Report		Teacher Report	
	Pre-Measure	Post Measure	Pre-Measure	Post Measure
Total Coping Profile Score	1.09	1.55	-0.91	-0.18
Total Adaptive Coping Skills	13	18	5	8
Total Maladaptive Coping Skills	2	1	15	10

Note. Higher total coping profile scores indicate more adaptive coping skills relative to maladaptive coping skills.

Table 21

Thomas's student and teacher rated coping profile scores

	Student Rating		Teacher Rating	
	Pre-Measure	Post Measure	Pre-Measure	Post Measure
Adaptive	**87.50%**	**94.74%**	**25.00%**	**44.44%**
Strategizing	6.25%	21.05%	5.00%	5.56%

Help-seeking	25.00%	26.32%	0.00%	11.11%
Comfort-seeking	31.25%	21.05%	10.00%	16.67%
Self-encouragement	12.50%	10.53%	5.00%	5.56%
Commitment	12.50%	15.79%	5.00%	5.56%
Maladaptive	**12.50%**	**5.26%**	**75.00%**	**55.56%**
Confusion	0.00%	5.26%	20.00%	22.22%
Escape	6.25%	0.00%	5.00%	5.56%
Concealment	0.00%	0.00%	10.00%	5.56%
Self-Pity	0.00%	0.00%	20.00%	5.56%
Rumination	6.25%	0.00%	10.00%	5.56%
Projection	0.00%	0.00%	10.00%	11.11%

Table 22

Thomas's and his teacher's reported social validity ratings

	Student	Teacher
Learning new ways to handle school hassles was important enough to take class time.	5	3

Coping Maps and earning points was easy to use.	5	2
I used My Coping Map most of the time to deal with a hassle.	2	1
I liked using the Coping Map.	5	4
I liked earning rewards when first using the coping map.	5	5
Coping maps helped me do better at school and with my friends.	3	2
Coping Map helped me handle other hassles or at home.	1	2
I want to keep adding more ideas to My Coping Map for me to use.	4	1

Note. Higher ratings indicate a better perception of the coping map intervention.